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ABSTRACT

This publication reprints articles that have previously appeared on the topic of career development, a major feature in "The Benchmark," since January 1988. ("The Benchmark" is a bimonthly report of occupational education in New York State.) These articles are categorized into two major areas: policy and planning and career information and experience. Within this framework are other reprinted articles that may be relevant and those that might help to develop a more integrated approach to academics and occupational needs. Information on ordering the material or a source for further information appears at the end of each article. Another section reprints references and resources that have previously appeared under headings such as career exploration, career awareness, and career investigation. A section lists Educational Resources Information Center (ERIC) resources that may be found in related areas and a number of state and national sources with addresses. (YLB)

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Career Development:

An Occupational Education Perspective

A Compilation of Information Relating to Career Development

Spring 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Introduction

Career development is an area which has involved many levels of education and planners of workforce needs. It assists in the preparation, planning, and investigation of choice of career. It provides a structure of information essential to guidance counselors, administrators, and government leaders in developing and implementing policies which help to provide preparation for employment. It involves a response to the needs of large and small business, and industry, and the long history of analysis of labor market needs and realities. It also provides a basis for understanding and participation in our American society.

In April 1989, the New York State Board of Regents adopted a policy that all recipients of a local or Regents diploma should be prepared for immediate employment and/or postsecondary education. The New York State Council on Vocational Education convened a technical committee which developed a number of recommendations concerning career awareness. Both State and national information coordinating committees have been attempting to develop a national policy of categorizing and coordinating job related information. This type of activity has been done continuously with efforts of both State and national Labor Departments, whose work ultimately feeds into a system of understanding our nation's economy, and addressing our country's economic as well as our individuals' occupational needs. Many of these issues directly affect our youth, who may be involved in work experience activities, planning for an apprenticeable occupation, planning for careers in professional and technical areas, or, who may be developing the skills needed to become homemakers, and/or consumers. Such information is vital to planning for educational needs, and in the development of standards for the varying levels of our educational system. Decision making is a central component to the process, and meaningful and relevant information is necessary.

The Benchmark is a bimonthly report of occupational education in New York State. This publication serves the purpose of extracting and reprinting articles which have previously appeared within the major topic career development, a major feature in ***The Benchmark***, since January 1988. These articles represent two major areas: policy and planning, and career information and experience. Included within this framework are also other reprinted articles which may be relevant, and those which might help to develop a more integrated approach to academics, and occupational needs. It also includes a reprint of references and resources which have previously appeared under headings such as career exploration, career awareness, and career investigation. In addition, ERIC resources which may be found in related areas have been listed, as are a number of State and national sources.

Occupational education has provided a major role in providing clarification and understanding of career development needs, and is providing a framework for action in integrating vocational needs within our educational structure.

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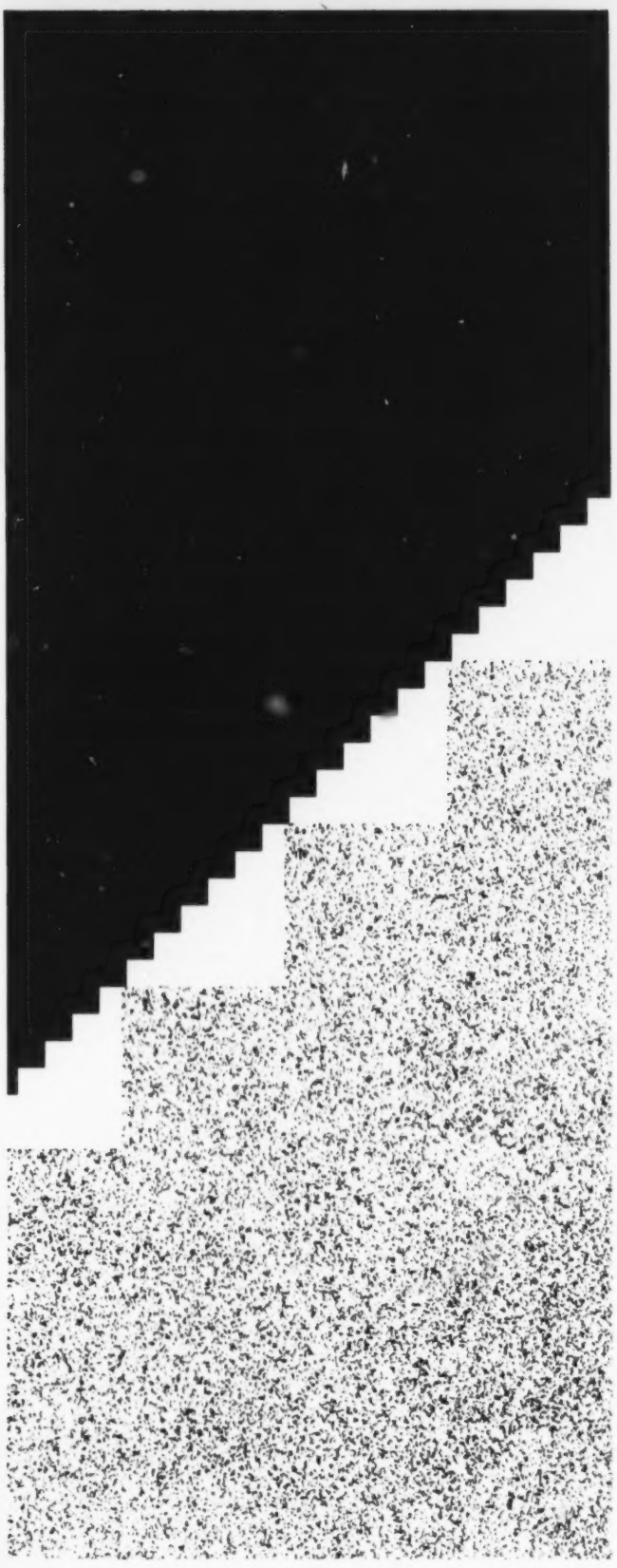


Policy and Planning

Statewide Steering Committee Reports — In April 1989, the Board of Regents adopted the following policy statement: "All recipients of a local or Regents diploma should be prepared for immediate employment and/or postsecondary education." A Statewide Steering Committee was appointed in June 1989 to identify the student outcomes needed in order to be prepared for immediate employment, and/or postsecondary work, and the school experiences and graduation requirements needed to produce these outcomes. The Committee defined employment preparation to include a combination of basic skills, transferable skills, and marketable skills. Being prepared for postsecondary education was defined as being able to complete a postsecondary course of instruction without the need for remediation.

To develop a broad base of information on skills and competencies necessary for success in the workplace and postsecondary education, the Committee commissioned papers from organizations representing business and education consortia. A number of professional organizations were then asked to comment. Papers were submitted by **Central New York Education Consortium; New York Interface Development Project; New York State Council on Vocational Education; Niagara Frontier Industry Education Council;** and **School and Business Alliance of Broome and Tioga Counties.** Recommendations have been developed based on Committee review of summaries of these papers.

The primary findings of the Steering Committee are that present expectations for all local and Regents diploma students are too low to meet the goals of the Regents policy statement, and that the present delivery system is functionally unable to provide all students with the preparation they need for success in the 1990s. Certain skills required for employment and/or postsecondary success are not addressed adequately in the present curriculum and assessment program, and for many students, there is a greater need for in-depth study. The Committee also believes that more data needs to be collected, analyzed, and reported on the levels of performance exhibited to meet necessary levels of preparation by students.

Accomplishing the recommendations made by the steering Committee will also require a shift in focus of the State Education Department from emphasis on educational procedures to educational outcomes; the role of local schools would be to produce those outcomes.

The Statewide Steering Committee on Preparation for Employment and/or Postsecondary Education is comprised of school superintendents, business and labor leaders, two- and four-year college presidents, State Education Department leadership, and other public and private sector representatives.

A single copy of the *Executive Summary to the Report of the Statewide Steering Committee on Preparation for Employment and/or Postsecondary Education* is available upon written request to ***The Benchmark***.

Information Coordinating Committee — State Occupational Information Coordinating Committees (SOICCs) are generally five-member panels, representing state vocational education, vocational rehabilitation, employment security, job training, and economic development agencies. They receive about half of their funding from the **National Occupational Information Coordinating Committee**'s **(NOICC)** two Federal grants: basic assistance, and special purpose grants. In the program year that began in July 1988, Basic Assistance Grants totaled $5.7 million, and special purpose grants totaled $1.5 million. SOICC funds are authorized under the *Job Training Partnership Act (JTPA)*, and the *Vocational Education Act (VEA)*, and are supported in part from State, as well as employment service money. One type of special project which addresses the National priorities of NOICC is the Career Information Delivery System, a computerized system at approximately 16,000 schools, employment centers, libraries, and JTPA centers, which is used by people to match skills and aptitudes with compatible jobs. The result of this national effort is a network of job training and career guidance information, which can be used to provide a regional perspective on worker supply and demand, and education and training resources in a computerized data base called an occupational information system (OIS).

The NOICC/SOICC's National Occupational Information Coordinating Committee has reported in its annual report that the national job network is improving efforts at disseminating information on job and labor market information. In addition, the *National Career Development Guidelines*, a blueprint for states and schools in developing career guidance and counseling programs, is also available. These guidelines specify outcomes for elementary, secondary, postsecondary, and adult career development programs as well as provide strategies for setting up and implementing these programs. For a copy of the *National Career Development Guidelines*, or more information about the Network's annual report, contact the National Occupational Information Coordinating Committee/2100 M St., Suite 156/Washington, DC 2003.

Technical Committee — Concerns of the **New York State Council on Vocational Education (NYSCOVE)** technical committee on career awareness include the need to increase access to occupational education for youth who want to take a course or more, and to increase flexibility in requirements for either occupational programs or college preparation. While awareness is essential for all sectors and levels of the student population, students should not be pressured to decide on a career or educational track in seventh or eighth grade.

Obstacles include lack of appropriate education and career role models for minority, female, special education, and other students; parents with unrealistic aspirations for their children; inflexible teachers; institutional fragmentation and infighting; mandated "academic" coursework that should, but does not, increase career awareness; and the required skills in a changing workplace. New curricula in Home and Career Skills and Introduction to Technology now mandated for all seventh and eighth grade students in New York State, may help to reduce the magnitude of these obstacles.

Committee recommendations are outlined in the fourth in a series of special reports, *Career Awareness: Career Awareness through Occupational Education, a Project and Publication of the New York State Council on Vocational Education*. Chair of this committee was NYSCOVE member, M. Vicki Wacksman, President, **Wacksman Associates**.

A single copy of *Career Awareness* is available upon written request to ***The Benchmark***.

Steering Committee Report — A Committee appointed by the **New York State Board of Regents** has recommended that educators shift their primary focus from procedures to performance outcomes. These should be "clearly expressed and assessed in terms of what students need to know and be able to do" to succeed in adult life, according to the Committee.

The Regents Statewide Steering Committee on Preparation for Employment and/or Postsecondary Education found that "the present education system is not adequately preparing our diverse student body for the rapidly changing *high tech* world."

The 28-member Committee is headed by R. Quinton Anderson of Jamestown, Chairman of **The Business Council of New York State, Inc.**, and includes representatives of the business community, private industry, local schools, teachers unions, school boards, administrators, and higher education. It was appointed to guide the Department in developing a plan to prepare all recipients of a local or Regents diploma for immediate employment and/or postsecondary education, under the policy adopted by the Regents in April 1989.

The Regents Committee found that current diploma requirements do not adequately reflect the demands of the workplace or college. To address the problem, the Committee recommended that performance objectives in the basic skills areas of language arts and mathematics be raised. The Committee also found that "general track" students (roughly one-third of all high school graduates) are at the greatest risk of failure on the job or in college. They recommended that "general track" students receive more in-depth occupational, technical, or academic instruction.

In its final policy recommendation, the Committee said the business, labor, and education communities should immediately begin to work together to validate the levels of performance necessary to prepare all students for immediate employment and/or postsecondary education. The Committee explained that, while it is clear that performance expectations need to be raised, more information is needed on the precise levels of performance necessary to prepare students.

The Committee proposed that the Department form advisory committees to identify the skills, knowledge, and attitudes that schools should be required to impart to their students, and to devise a validation process to identify the levels of competence needed in each area. To this end, business and industry representatives on the Committee expressed their willingness to make a major investment of time and resources to help the State Education Department identify job-related skills in establishing more realistic outcome targets for New York's schools.

Education Commissioner Thomas Sobol sees the implementation of the recommendations as "the first step in realizing the Regents policy on preparing all students for employment or postsecondary education or both."

Jobs in the Future — Vocational and career educators will be concerned about a number of dynamics which are facing the country in the establishment of its workforce in preparing for the year 2000. According to the **Center on Education and Training for Employment,** the labor force is changing at a rapid rate, and there is an incompatibility between the type of work available, and the kind of work force available to do it. Two issues which seem to confront the vocational educator are the gaps between employer requirements, and areas of job growth and decline. The labor force of the future is expected to be comprised of more women and minorities, but with the additional problem of lack of enrollments of women and minorities in training that will prepare them for other than the traditionally low-paying jobs.

Fluctuations in job growth and decline will, therefore, need to be addressed through training and education programs that will ensure that workers are prepared for the types of jobs that are in demand. High school completion rates will also be a critical factor, particularly for blacks and Hispanics, who have a high unemployment rate, overrepresentation in declining occupations, and lower high school completion rates.

Strategies for addressing issues which relate to the interfacing of the projected labor market with the work force of the future include the development of programs that will accommodate a diversity of learners, will be accessible to all groups within the population, will emphasize the importance of all students considering nontraditional occupational choices, and will require continuing efforts to eliminate sex bias and stereotyping in occupational decision making. Two possible means include advocating a career-focused curriculum which could serve as a motivating factor for at-risk students, and encouraging the development of models which bridge more technical education between the secondary and postsecondary institutions. Basic skills programs should help an individual to profit from further training as well as allow one to be trained in occupationally-specific skills.

The above information was printed in ERIC Digest No. 95, in a brief titled *Jobs in the Future*. To request a copy of the digest, contact Judy Wagner, ERIC/ACVE/1900 Kenny Road/Columbus, OH 43210-1090.

CBO Contracts — In an effort to supplement existing resources, and to provide the needed services to New York City high school students in the area of career development and career counseling, the high schools have contracted with community-based organizations (CBOs) to deliver programs which they are better equipped to provide. The ability of the high schools to deal with at-risk students has been greatly enhanced.

At least 10 different CBOs, including **Goodwill Industries, Banana Kelly, Madison Square Boys Club, Queens Outreach,** and others are using "Career Development Series" and providing career counseling and job-search skills for potential dropouts, noncollege-bound students, and junior high school students who have little sense of career direction. In many programs, a case management approach is used. Teams of professionals consisting of teachers, other members of the school staff, and external human services providers (CBOs) are assembled in each school. The are able to provide services in a coordinated, individualized manner.

Goodwill Industries is part of the "Attendance Improvement/Dropout Prevention Part-Time Jobs Program" which provides jobs for students at **Springfield Gardens** and **Andrew Jackson High Schools** in New York City. The Good-

will Employer Assistance Center team works with 300 youths to teach them about the world of work and help them to prepare to enter it. They are using the "Career Development Series" and providing paid jobs for a minimum of 10 hours a week during after-school and weekend hours.

For more information about the "Career Development Series," write to Institute for Life Coping Skills, Inc./**Teachers College, Columbia University**/525 West 120th Street/ Box 138/New York, NY 10027/(212) 678-3181.

Career Guidance Program — The **Appalachia Educational Laboratory** and **Meridian Education Corporation** announce the release of the first element of a completely updated career guidance program. After more than 10 years of national implementation as the Career Decision-Making Program (CDM), the new materials are now available as the Career Exploration and Planning Program (CEPP).

A major career resource, the revised Worker Trait Group Guide, is the foundation for the CEPP, also includes live action video tapes, an Individualized Career Exploration booklet and an interactive computer software component. Extensive counselor and teacher recommendations have been incorporated into the revised materials to offer an easy-to-implement, low cost, and flexible system of career exploration.

For implementation and order information, contact John Lupo/Meridian Education Corporation/236 E. Front Street/ Bloomington, IL 61701/(309) 827-5455.

Single Parents — Twenty-five percent of all families with children are headed by one parent and many of these families suffer major economic problems. According to *Career Development of Single Parents*, written by Penny L. Burge, Associate Professor and Program Area Leader at **Virginia Polytechnic Institute and State University,** and distributed by the ERIC Clearinghouse, single parents need assistance with career development and vocational preparation.

Burge identifies three types of single parents with distinct problems and needs. Displaced homemakers face the problems of external locus of control and low self-esteem. Adolescent mothers need access to child care. Single-parent fathers, generally at less risk economically than women, need help to balance career and family obligations and to fill unfamiliar social roles.

To meet these various needs, states Burge, career development programs should provide the following types of assistance: emotional support; self-concept building; skills assessment; instruction in job-seeking, basic skills, and nontraditional job skills; outreach and recruitment; child care; information on gender role in career choice and combining working and family roles; and parenthood education. Burge includes examples of effective programs for single parents.

Career Development of Single Parents, 40 pp., 1987 (IN 324 — $5.25) may be ordered from The Center for Education and Training for Employment (CETE)/The Ohio State University Publications Office/1960 Kenny Road/ Columbus, OH 43210-1090/(800) 848-4815 or (614) 486-3655 inside Ohio and outside the continental United States.The development of this publication was sponsored by the **Office of Educational Research and Improvement, U.S. Department of Education.**

Job Training — **James Madison High School** (Brooklyn) and the **Grand Hyatt Hotel** are participating in a Special After-School Job Training Program for students. The Chancellor, the Mayor and the High School Collaborative Program are sponsoring the program. Senior students are receiving training from industry in cooperation with the school to prepare students to maintain and prosper in employment. In addition, students are aided in decision making and communication skills, problem solving, clarification of job values and job needs, interview techniques, as well as other life planning skills. Mentors from the Grand Hyatt Hotel will become directly involved with implementing a designed curriculum. Field visits, mentoring, "adoption" of students and managers are included. Thus, the program is offering students a further comprehensive understanding of the world of work and, as an employee, an understanding of expectations held for them and others in the work environment to prepare them for their careers and life.

Pacific High School (Brooklyn) has been selected to participate in an After School Job Training Program which is being sponsored by the High School Division's Office of Collaboratives and the Mayor's Office of Business Development. Dr. Martha Hennington, President of **Computer Assisted Learning,** Inc., a small Brooklyn-based business, will lead a series of after-school seminars designed to teach students what is needed to get a job, keep it, and progress up the career ladder. She will focus on job values, the educational preparation needed to be a successful employee, decision making, problem solving, and other life planning skills. This program is a welcome addition to a school whose theme has always been the preparation of students for meaningful employment after graduation.

Choosing A School — The **New York State Consumer Protection Board** has published a pamphlet titled "Getting Down to Business: How to Choose a Vocational School." This pamphlet includes questions students should ask

before enrolling in a private vocational school. These include questions such as:

- Is the school licensed and accredited?
- What are the admissions requirements?
- What is the school's dropout rate?
- How many graduates get jobs?

Included in the pamphlet is a checklist students can use to assist them in choosing a school.

A free copy of the pamphlet may be obtained by writing to Vocational School Pamphlet/**New York State Consumer Protection Board**/P.O. Box 6/One Commerce Plaza/Albany, NY 12260.

Career Education — *Career Education in Transition: Trends and Implications for the Future*, by Kenneth B. Hoyt and Karen R. Shylo, examines seven components of career education: promoting and implementing partnerships between private sector and education; equipping persons with general employability, adaptability, and promotability skills; helping persons with career awareness, exploration, and decision making; infusing a "careers" emphasis in the classroom; making work a meaningful part of life; relating education and work so that better choices of both can be made; and reducing bias and stereotyping to protect freedom of career choice.

Hoyt was the director of the **Office of Career Education, U.S. Department of Health, Education, and Welfare,** from 1964 to 1982. He has been a teacher and an administrator and has written numerous publications on career education.

Shylo was the director of the **Ohio Department of Education's Career Development Service.** She is currently a consultant in private practice.

Order *Career Education in Transition: Trends and Implications for the Future* for $7.00 from the **Center on Education and Training for Employment**/The Ohio State University/Publications Office, Box N/1960 Kenny Road/Columbus, OH 43210-1090/(800) 848-4815 toll-free.

Gallup Results — The following information was derived from a poll, focused on career development issues and concerns, that was conducted by the Gallup organization in November 1987:

- Ten percent, or eighteen million, Americans need help in selecting, changing, or obtaining jobs. For 18- to 25-year-olds, this figure was 20 percent.
- Thirty-three percent believe discrimination (sex or ethnic) exists where they work. This includes 13 percent who feel it is reverse discrimination.
- Nearly one-third of the persons who sought help in selecting, changing, or obtaining a job, sought it from a professional counselor.
- Forty percent said they started in their present job by a conscious choice or definite plan.
- Thirty percent said they got help from a school, college, or job service counselor.
- Thirty-three percent credit high school or post-high school occupational courses as important in getting their first full- time jobs.
- Eighty percent do not understand how to interpret or use career information.
- Fifty-five percent say most Americans need assistance in getting career information.
- Twenty percent say they will change jobs in the next year.
- Sixty-seven percent say they would try to get more information about potential career choices and options if they could chart their career path again.
- Fifty-two percent think schools are not paying enough attention to preparing those students not going directly to college, for a job or career after graduation.
- Forty-four percent think schools are not sufficiently emphasizing career preparation for all students.

WECA — The **Work Experience Coordinators Association of New York, Inc.** has developed its policy statement position paper in response to the Board of Regents policy statement that all recipients of a Local or Regents diploma would be prepared for immediate employment and/or postsecondary education.

The Association believes that in order to achieve the skills, competencies, knowledge and behaviors/attitudes that are needed to be prepared for either or both of the above (skills such as problem solving, decision making, critical thinking, and interpersonal/communication skills), students should have the following experiences during their school years:

- a minimum of 150 hours to be worked during the experience,
- supervised work experience which is either paid or unpaid,
- a required number of work hours to be completed by a certain year of education,

- the ability to explore a large variety of jobs during their high school career,
- applications of academic skills as they relate to the real world,
- work/career awareness integrated into all areas of the curriculum.

For this policy to accomplish its intent, the end result must be evaluated and the policy must be monitored and enforced. In order to implement the recommendations, WECA suggests that there be a reevaluation of the educational delivery system as it relates to commerce, business, and industry. Teaching and curriculum would need to be adopted to the learning styles of students to a much greater extent than at present. Mastery learning and the division of courses into segments would be needed so that students could work at their own level. This would allow them to repeat modules or segments of courses rather than the full year of a course.

For further information, contact WECA/P.O. Box 27/Old Westbury, NY 11568/(516) 626-0191.

Single Parent Needs — Among the solutions to the problems of single parents are changes in public policy and public attitudes toward single parent families and more adequate financial support and child-care systems. Another key is career development. In addition to employment and economic security, career education can improve the physical and emotional well-being of participants.

While single parents are concerned with obtaining a good job and achieving economic independence, job training and job placement can be effective only if other needs are also addressed. These include program development areas such as basic skills instruction, job-seeking skills, child care, nontraditional job skills, outreach and recruitment, self-concept building, and skills assessment.

Some examples of types of career development programs for single parents include high school dropout prevention programs which teach occupational preparation, time and stress management, and long- and short-term goal-setting; education sites which offer basic literacy instruction, personal and career counseling, job placement, and child care centers; and support and referral networks which can help identify community agencies that offer various types of assistance such as with legal problems and health care.

Single Parents: Career Related Issues and Needs is printed by the **ERIC Clearinghouse on Adult, Career, and Vocational Education** as ERIC Digest No. 75.

Copies of this document may be obtained by writing the **Center on Education and Training for Employment**/The Ohio State University/1960 Kenny Road/Columbus, OH 43210.

State Leaders Focus on a Problem — The **National Governors' Association** has called for greater realization of the potential of women and minorities, particularly in engineering careers. A report titled, *Increasing the Supply of Women and Minority Engineers*, has stated that the impending shortage of engineers and scientists should motivate state leaders to try to find ways to attract more female and minority students who have, in the past, not traditionally pursued engineering at public colleges.

The report also states that governors and legislators may take necessary steps to increase such enrollment. A companion report was also created.

A copy of *Increasing the Supply of Women and Minority Engineers* is available for $15.00 from N.G.A. Publications/444 North Capitol Street, Suite 250/Washington, DC 20001.

College and University Enrollments and Trends — A publication of the **Office of Postsecondary Policy Analysis**, *College and University Admissions and Enrollment: New York State, Fall 1988* illustrates levels and trends in degree-credit as well as nondegree credit enrollment in public, independent, and proprietary institutions, as of fall 1988, including enrollments in specific independent institutions and proprietary schools. Also highlighted are actual program enrollment counts. The undergraduate admissions, applications, and/or their related enrollments are listed. The enrollments of first and second year students are also listed, by major program area, and by numbers of men and women in attendance. For example, in the fall of 1988, in health services and paramedical technologies, 7,334 of 8,736 full-time first-year students were women, as were 4,075 of 4,751 second-year full-time students.

Enrollments in particular types of degree programs in fall 1988 are listed by major subject area as well as by sex of student. Major program areas are business and commerce technologies, data processing technologies, health services and paramedical technologies, mechanical and engineering technologies, natural sciences technologies, and public service-related technologies.

Highest enrollment areas on a doctoral level are education, psychology, and biological sciences. In fall 1988, by far the largest major subject area enrollments were in business and management, and education.

A more recent publication, *College and University Opening Fall Enrollment: New York State Fall 1989*, more specifically lists degree-credit enrollment and first-time students in insitutions of higher education, as well as enrollment trends in institutions of higher education by sector. This includes independent, proprietary, State University, City University, total state enrollments, and percentages of state total enrollments in fall 1980, fall 1985, fall 1987, fall 1988, and fall 1989. Total proprietary school enrollment is reported by two-year and four-year or more. Total SUNY is reported by two-year, four-year or more, and graduate only. Of total SUNY, 89,308 was reported in fall 1989 as full-time undergraduate, 94,334 as part-time degree-credit enrollment in community colleges. Enrollment in agricultural-technical colleges totaled 18,669 for full-time, and 7,112 for part-time.

A single copy of *College and University Admissions and Enrollment: New York State, Fall 1988* is available upon written request to ***The Benchmark.***

A single copy of *College and University Opening Fall Enrollment: New York State, Fall 1989* is also available upon written request to ***The Benchmark.***

Women's Work Inroads — Traditionally male jobs that are fast becoming "women's work" include book editing, bartending, baking, and typesetting. While some scholars feel that a decline in occupational segregation may be a path toward greater gender equality and earnings for women, women need to be aware of the problem that employers now construe different jobs as "women's work" than they did 20 years ago. If jobs remain sex-segregated, they still continue to perpetuate economic and social inequality. Barbara Raskin, sociologist at the **University of Illinois at Urban Champaign** will be publishing the results of a study of 33 occupations in a book title *Job Queues, Gender Queues: Explaining Women's Inroads into Male Occupations*. Research involved statistical analyses of general occupational trends as well as extensive interviews with workers in each occupation about their entry into the work force, their working conditions, and their perceptions of the rewards accrued from their experience.

The Segregation Index projects that the proportion of women or men who would have to change their jobs to make the distribution of men and women in each occupation mirror the sex ratio in the adult working population. In 1980, the index was 58. Forces at work in several areas such as religious service, the social sciences, and journalism, make certain occupations less attractive to men. Because of better training and education, women are better able to get traditionally male jobs. Choices of college majors will also have an impact, as will mobilization of women, spurred by the women's movement. In 1984, 30 percent of the women would have had to change their majors to make them representative of the overall distribution of men and women in college, as compared to 50 percent in 1960.

Report of Degrees Conferred — During the 1988-89 school year, 47,151 associate degrees were awarded in New York State. Of these, 28,517 were women, and 18,634 were men. On the bachelor level, a total of 87,788 degrees were awarded: 47,604 to women, and 40,184 to men. On a master's level, 35,112 degrees were awarded, of which 19,927 were women, and 15,185 were men.

For degrees conferred by **State University of New York (SUNY)** institutions, 26,498 bachelor, and 6,704 master level degrees were given, with the highest areas of concentration being business and management (4,348 bachelor's), social sciences (3,677 bachelor's), and education (2,763 bachelor level, and 2,049 master level).

Of all associate degrees conferred in institutions of higher education in New York State in 1988-89, 18,251 were in business and commerce technologies, 11,970 in arts and science or general programs (not occupational curriculum), 5,713 were in health services and paramedical technologies, 3,772 in mechanical and engineering technologies, and 3,191 in public service related technologies.

The above information was published by the **New York State Education Department Office of Postsecondary Policy Analysis** in a publication titled *College and University Degrees Conferred: New York State 1988-89*. Also included within the publication is a listing of all New York State postsecondary institutions, and numbers of associate, bachelor's, first-professional, master's, and doctoral degrees conferred, with breakdowns of numbers of men and women receiving degrees.

Minority Educators — The **Occupational Education Civil Rights Coordinating Unit** has just completed an updated version of the publication, *Resources and Strategies for Recruiting Minority Educators*. This publication is designed to help school districts address the increasing scarcity of minority educators. According to the current demographic trend, more than one-third of America's population will be black, Latino, Asian or Native American by 1995. At the same time, minorities will comprise only 5 percent of the teaching and administrative staff.

Increasing the participation of minorities in the education profession is important to the racial and ethnic integration of American society. Minority teachers and administrators clearly provide minority children with important, positive

role models. An integrated faculty helps to undermine the negative assumptions and stereotypes which form the basis for prejudice and discrimination. In addition, students in one-race or one-ethnicity schools benefit from observing minority and nonminority staff working cooperatively and harmoniously together as equals.

Districts can increase the opportunities for students to benefit from an integrated staff by implementing some of the strategies outlined in the updated publication. The number of minority candidates for employment can be enlarged by recruiting from institutions and organizations included in the resource guide. For copies of the publication or more information about employment issues affected by the Federal Civil rights laws, contact: Occupational Education Civil Rights Coordinating Unit/New York State Education Department, Room 481 EBA/Albany, NY 12234/(518) 474-0585.

New Assessments and Testing — Primarily computer-driven, a new generation of assessments has been created by the nation's largest student testing service. Some of these will specifically target job training. The purpose of the assessments is for the student to gain understanding of the concepts of application of their abilities to think, solve problems, and then to apply them to various possible careers. **Educational Testing Service (ETS)** will be working on assessments that will help people in vocational training, and on the job. These tests are not designed to replace accountability tests or other standardized tests, but rather would be used for instructional purposes. ETS is devoting $15 million annually to research and development, including possible assessment packages aimed at adult literacy, while other packages are geared for both middle and secondary school. The packages range from *Algebridge*, a paper and pencil curriculum and assessment package, to *Inside Story*, a computer-based language arts and reading package aimed at sharpening and assessing students' skills at reading and analyzing myths, gathering information, and interpreting what they learn. The software monitors students' progress as they work through various scenarios.

Occupation-related packages include *ProCare*, an interactive videodisc training and assessment program for nursing assistants, and a complex computer-based simulation being developed for the National Council of Architectural Registration Boards to determine candidates' abilities to solve design problems.

For more information, contact the Educational Testing Service, Information Services/Rosedale Road/Princeton, NJ 08541-0001/(609) 734-5050.

In another testing development, the **National Center on Education and the Economy** has announced that it will be collaborating on twin grants with the **Learning Research and Development Center** at the **University of Pittsburgh**. These two grants, totaling $2.45 million, are sponsored by the **Pew Charitable Trusts of Philadelphia** and the **John D. and Catherine T. MacArthur Foundation**, and will be used to develop performance-based assessments that test students' ability to think well. These assessments will focus on high levels of knowledge and performance, and will include questions requiring students to apply their knowledge and skills to real world problems. The grants will fund 18 months of what is expected to be a 10-year effort and response to concerns of business and labor leaders in improving student ability to enter the changing workplace. Students will be expected to solve complex problems, and to assemble portfolios of their written work.

For more information about these grants, contact Kate Maloy/National Center on Education and the Economy/University of Pittsburgh/2017 Cathedral of Learning/Pittsburgh, PA 15260/(412) 624-7457.

Armed Services Tests — The Armed Services Vocational Aptitude Battery (ASVAB), a multiple aptitude test battery, is administered to approximately 1.3 million students in 15,000 secondary and postsecondary schools nationally. Offered at not cost to the school or students, the purposes of this test and its support materials are to assist students to 1) understand their abilities and interests and 2) identify military and civilian career options. The ASVAB is a highly reliable battery and has the additional benefit of being normed on a nationally representative sample. The ASVAB has 20-year history of use in schools throughout the United States.

Many improvements have been made to a new form of the ASVAB, released in July 1984, to enhance its value as a career-counseling tool for schools. The new form, ASVAB-14, is based on a 1980 nationally representative sample of young people and norms are available for sophomore, junior, senior, and postsecondary students. It is the only aptitude test normed against a nationally representative sample of this type.

The new form of the ASVAB, designed by testing professionals within the Department of Defense, now offers many new features to meet the needs of students and schools. Some of these features are: three academic scores, indicating a student's potential for further formal education; four occupational scores, indicating a students' potential for training in selected occupational areas.

In June 1983, the New York State Senate adopted a resolution to urge all high schools in New York State to encourage students to take advantage of the Armed Services Voca-

tional Aptitude Battery testing and counseling materials which acquaint students with a variety of career opportunities and vocational/technical training programs. By 1986, both the **American Association for Counseling and Development** and the **American Vocational Association** had endorsed the use of ASVAB.

The school test is administered by trained civilian personnel. It is scored locally and the results are returned to schools within two weeks. Support materials such as the *Exploring Careers* workbook and the *Counselor's Manual* suggest effective career exploration procedures. The *Military Career Guide* and the newly published *Military Career Paths* are two valuable resources for exploring occupations which are also provided the schools that test with ASVAB.

Civilians, called Test Specialists, have been hired throughout the country to manage the local Department of Defense Student Testing Program. Each test specialist serves as the professional liaison between the educational community and all the military recruiting services in an assigned area. Having a background in either education or counseling, the test specialist is prepared to conduct in-service workshops on the effective use of the battery, conduct workshops to training counselors on how to interpret ASVAB results to students, and serve as the local technical expert on the ASVAB. The test specialists are also available to address faculty members, graduate students, parent groups, and civic organizations on the ASVAB and to explain how the test can be used as a career guidance tool as well as a screening tool for military recruiters. The test specialist, if invited, will speak directly to students who can thereby learn about the contents of the ASVAB, what an aptitude test measures, how to understand their results, and ways the ASVAB can help them begin meaningful career exploration.

If the ASVAB is not currently being offered in your school, or if it presently reaches only a small percentage of your junior/senior populations, you may want to consider the features of the battery and the many ways it can benefit your school and your students.

For additional information contact Ms. Bonnie Albertelli, ASVAB Test Specialist, (Syracuse), (315) 423-5578.

Growth Areas — The **United States Department of Labor's Bureau of Labor Statistics** has compiled statistics on high growth occupations for the 1990s. Areas which have a high projected increase from 1984 to 1995 are:

- 71.7 percent, computer programmers
- 62.0 percent, medical assistants
- 56.0 percent, computer service technicians
- 50.0 percent, electrical and electronics technicians
- 39.1 percent, securities and financial salesworkers
- 20-30 percent, chefs and cooks
- 20-30 percent, dental hygienists
- 28.7 percent, cosmetologists
- 20.1 percent, automotive and motorcycle mechanics
- 19.0 percent, buyers/wholesale and retail
- 17.6 percent, licensed practical nurses
- 11-19 percent, agricultural scientists
- 11-16 percent, CAD/CAM drafting technicians
- 13.6 percent, food service/lodging managers
- 9-14 percent, insurance sales
- 12.0 percent, industrial machinery repairers
- 11.0 percent, carpenters.

Job Growth Areas — The **U. S. Department of Labor's Bureau of Labor Statistics** has released its latest information on 1988-2000 projected job growth. The fastest growing occupations will mainly be produced in health-related areas. The 10 fastest growing occupations and the projected percent of change from 1988 to 2000 are:

Occupation	Percent Change
Paralegals	75.3
Medical assistants	70.0
Radiologic technologists and technicians	66.0
Homemaker-home health aide	63.3
Data processing equipment repairers	61.2
Medical record technicians	59.9
Medical secretaries	58.0
Physical therapists	57.0
Surgical technicians	56.4
Operations research analysts	55.4

The 10 occupations with the largest job growth and the projected numerical change from 1988 to 2000 are:

Occupation	Numerical Change
Salespersons, retail	730,000
Registered nurses	613,000
Janitors and cleaner	556,000
Waitresses and waiters	551,000
General managers and top executives	479,000
General office clerks	455,000
Secretaries, except legal and medical	385,000
Nursing aides, orderlies, and attendants	378,000
Truck drivers	369,000
Receptionists	331,000

Occupational Title Dictionary Update — The **Employment and Training Administration** is coordinating a review of the *Dictionary of Occupational Titles (DOT)* with educators, vocational instructors, and college officials in an effort to determine if, and possibly how, the DOT may be changed. The latest edition was assembled in 1977. The review of this resource document is one key element in the Workforce Quality Agenda which was developed by former Labor Secretary Elizabeth Dole. This document, which is used to develop secondary and postsecondary vocational curriculum and counseling programs, lists 12,000 civilian occupations found in the United States labor force. These same occupational titles are used by the military in categorizing, by the DOT Code Index, comparable careers in the Military Career Guide.

In New York State, the DOT Code Index is also used by the **New York State Department of Labor** in providing statewide and regional summaries, and in developing analyses and descriptions of regional unemployment, wage data, and job openings.

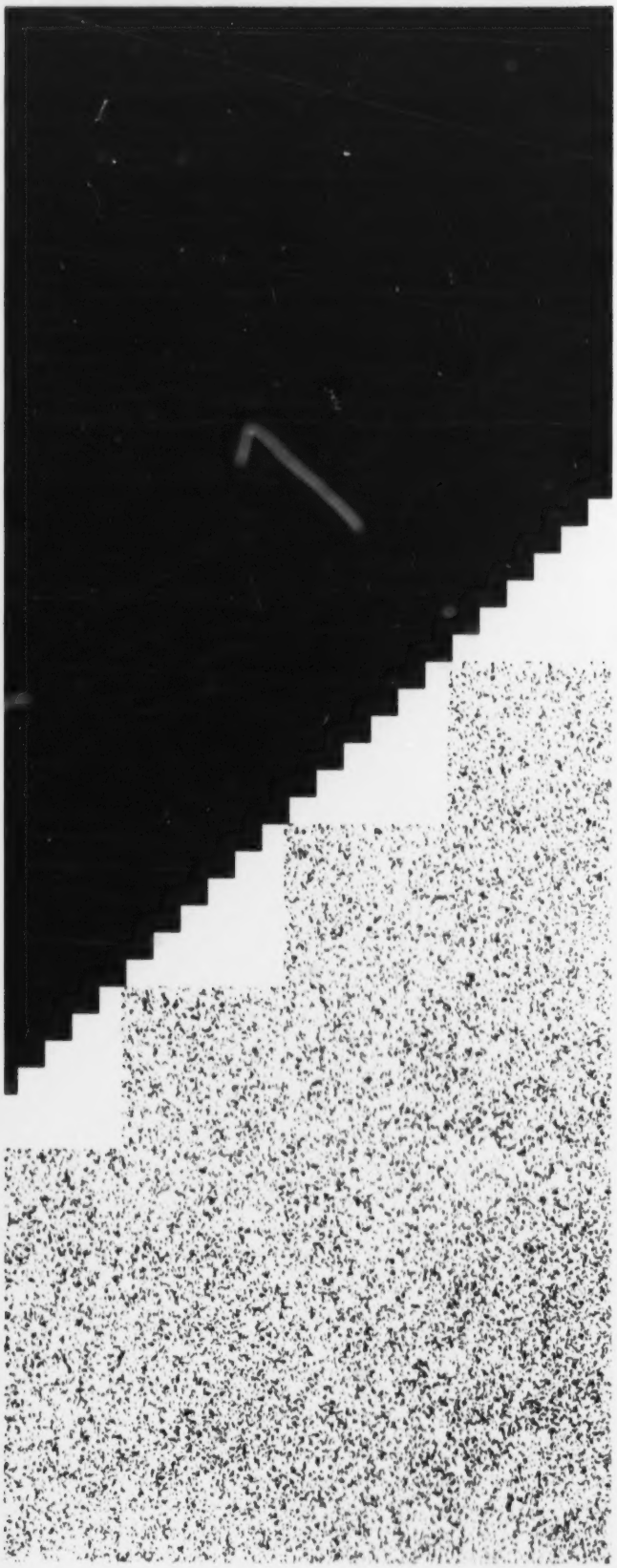
Before embarking on this project, an advisory panel will decide the extent to which the actual Guide will be revised. The Employment and Training Administration has made the suggestion that DOT should be made available in loose-leaf, on floppy diskettes, or, possibly using interactive laser disk. The questions which need immediate answering include whether the information about jobs and workers should continue to be collected; and whether complex occupations should be studied in more detail.

In the meantime, a fourth edition of the existing document is expected to be released in June.

Questions and/or comments about the *Dictionary of Occupational Titles* may be directed to Robert Schaerfl/ Employment and Training Administration/200 Constitution Ave., NW, Room N-4470/Washington,DC 20210/(202) 535-0157.

Occupational Outlook — The **New York State Department of Labor** has recently prepared a new Industry/Occupation Matrix for use in projecting job opportunities from 1989-91. Some of the highlights of the report include the following:

- An estimated 1.3 million job openings are expected annually in the forecast period.
- Separations from the labor/force and occupational mobility will account for 9 of every 10 openings.
- Clerical jobs will require the largest number of workers, totaling more than 284,000 openings annually.
- Production, operating, and maintenance occupations will provide the second largest source of employment with more than 261,000 openings expected annually.
- Nearly 245,000 workers will be needed each year to fill openings in service jobs.
- Professional and technical jobs were the third largest category overall at 1.8 million jobs in 1987, but the group ranks fourth in openings with 212,000 per year because there are fewer occupational transfers than in the preceding three groups. Professional and technical occupations are expected to contribute more than 40,000 new jobs annually, or 30 percent of the state's employment growth. The projected growth would make professional and technical the largest major category by 1991.
- Managers and administrators will account for nearly six percent of available openings with an average of 74,000 each year.
- An anticipated 185,000 jobs will be available for filling annually within the sales occupations.
- Demand for farm workers will exceed 16,000 annually through 1991.



Career Information and Experience

JOBS PLUS! and Self-Serve Screens — Visitors to the Saratoga Mall (Saratoga Springs) have been flocking around a touch screen that has been installed by the **New York State Department of Labor**. One of 23 sites statewide, this screen provides the inquirer with information about Labor Department services, publications, and other community services. Listings of job openings, both regionally and nationwide, are available. All viewers need to do is touch the information requested, or, for specific regions, a map which is projected on to the screen. Viewers quickly become oriented to this package, as it takes them through major job areas, then familiarizes them with the specific job titles which may relate to their current occupation, as a civilian or in the military, and specific occupational fields.

Viewers wanting to become familiar with how to use the touch screen service, which is called JOBS PLUS! may watch an orientation program first.

Community service information includes local sources of help with food and shelter, which is many times a concern of certain mall frequenters.

The touch screens are used in conjunction with Community Service Centers that have been set up in 12 sites to date, and which may be used by local residents seeking information about unemployment insurance, and/or job placement. The goal of these Community Service Centers is to be able to provide extended hours on certain evenings. The touch screen at the Saratoga Mall is available along with the Community Service Center. The New York State Department of Labor is hoping to establish 90 Centers statewide. Currently, there are Community Service Centers in other cities, such as Schenectady, Gloversville, Niagara Falls, and Yonkers, as well as in Brooklyn and Manhattan.

The viewer may also print out little information slips, which include Regional Office Directories, with regional addresses and phone numbers of Job Service, Unemployment Insurance, and State Labor Department Offices; job orders which identify jobs by nine-digit code, job number, location, title, salary, education and/or experience required, hours worked per week, duration of job, and which shift needed, and include a job summary; and, publications directories, which identify publications according to interest, their titles, and a brief description. Civil Service examination listings are also available, and ultimately will include Federal and local listings as well. The publications are available in the Community Service Center, where there are staff people available to provide assistance.

The Department of Labor also has four portable machines for JOBS PLUS! which can be used in other settings.

For more information about JOBS PLUS!, contact Ken Glastetter/ Manager of Data Processing Services/New York State Department of Labor/The State Campus, Building 12/ Albany, NY 12240/(518) 457-3104.

National Information — The **National Occupational Information Coordinating Committee (NOICC)** works with a network of **State Occupational Information Coordinating Committees (SOICC)** in providing funding and technical support for occupational information programs and systems. Its major program areas include Occupational Information Systems and Career Information Delivery.

Occupational Information Systems (OIS) are computerized data banks of labor-market and occupational information which are designed to provide information for program planners and administrators.

Major emphasis is on encouraging the use of occupational information by individuals who are making decisions about jobs and careers. NOICC's principal programs in this area include Career Information Delivery Systems (CIDS), Improve Career Decision-Making (ICDM) training, and National Career Guidance and Counseling Guidelines (NCGCG). CIDS are computer-based systems that provide up-to-date, locally relevant information on occupations, educational institutions, and training programs. They help individuals relate their interests, abilities, and educational goals to compatible job and career possibilities. ICDM is a training program designed to assist counselors and counselor educators to help their students and clients use occupational and labor-market information to make decisions about jobs and careers. NCGCG is a NOICC-sponsored project to identify national guidelines which states and educational institutions can use to strengthen career guidance counseling programs at all educational levels.

In addition, the National Career Development Guidelines project is a national effort developed cooperatively by NOICC and the **North Dakota SOICC** and has extensively reviewed all materials by more than 150 career development and guidance professionals and policy advisors. Its primary purpose is to provide guidelines for use by state and local educational institutions for improving and strengthening career development through review and evaluation, for development of state and local career development standards.

A single copy of each of the informational brochures about NOICC or NCGCG is available upon written request to ***The Benchmark.***

Growing Occupations — Several sources are predicting which job areas will be experiencing high demand in the future:

- According to the **U.S. Department of Labor** statistics, United States industry will need 35,000 new welders each year into the 21st century. This does not include jobs replaced by robots or welders and flame-cutters who have moved to other kinds of work.
- By 1990, 300,000 engineers and one million Computer Assisted Drafting (CAD) operators will be needed. CAD is a means toward pursuing careers in engineering, architecture, technical publishing, cartography, and many other areas of computer graphics.
- According to the *Occupational Outlook Quarterly*, the number of vocational education teachers is expected to grow by 19 percent between 1985 and 1995. This represents a projected increase of 48,000.
- The 1988 *Occupational Outlook Handbook* suggests that young people planning their careers should consider training in the rapidly expanding health and computer fields. These fields are expected to account for millions of new jobs by the next century. Other jobs cited for fast growth include registered nurses, social workers, computer programmers, computer systems analysts, dental hygienists, health services managers, electrical and electronic engineers, and legal assistants. Management, technical, and sales fields should also grow at a faster than average rate.

Unique Placement — The **Vocational Technical Education Center** at the **F. Donald Myers Educational Center (Saratoga Springs)** coordinates a one/two-year (3-5 units per year) program which allows students in 11 school districts in the Saratoga area the opportunity to pursue an occupational goal not offered at the vocational technical center. The program is designed to provide the student an alternative means of meeting an individual goal. Once the student's goal is determined, a placement site in the community is developed with a selected mentor.

The program requires 12 1/2 hours per week from September to June. Recruitment begins in February. Gail McKee, Unique Placement Coordinator, and Pat Passaro speak to English and Social Studies classes about their areas of interest. Program areas include veterinarian assistant, banking, law, criminal justice, theater, tourism, drafting, blacksmithing, catering, and other selected career opportunities.

Career interest areas are even more varied, including broadcasting, journalism, electronic media and public rela-

tions, legislative aide, architecture, pharmacy assistant, dental assistant, and aircraft maintenance, etc. The student chooses the area wanted, and the coordinator makes the necessary connections in the community. The process begins with a student essay. The student must talk about his/her dreams, energy level, purposes and goals, communication skills, career interests, and other areas.

Each student is also interviewed individually. There is monthly follow-up with the mentor, and a grade is given.

A more limited version of the program exists, titled Career Investigation, which is placement for 3 full days per week for 6 weeks, 2 full days per week for 8 weeks, or 1 full day per week for 10 weeks. Career Investigation includes much hands-on and observation experience, and requires a final paper.

Students are required to provide their own transportation for these two programs.

Other programs at the Myers Center include a gifted and talented program and an at-risk program for adults. Mary Reed is Outreach Coordinator.

School-to-Work — The **New York State Department of Civil Service** recently met with approximately 70 **Albany High School** students to discuss one particular career alternative — working for the State of New York. This meeting was targeted to students who were not planning to attend college immediately after graduation. In addition, summer jobs were described that pay $7.50 per hour. These jobs are provided for students seeking permanent State service. The purposes of this meeting were to present an attractive employment package to students and to diversify the State's workforce by reaching out to minorities. Similar meetings will be held in other major metropolitan areas of the State with large ethnic minority enrollments. It is one recruitment aspect of a program titled *School-to-Work Bridge Opportunities.*

Other activities involved in this program include the development of a package of materials containing information on New York State as an employer and the examination process, including information on resume writing, the interview process, and exam information. Students will also receive specific information on upcoming examinations. Work with examinations includes test-taking orientation and examination follow-up, as well as placement assistance through agency affirmative action and personnel offices. In addition, alternative approaches to testing for selection are being developed. Identified agencies will work with Civil Service staff members to establish traineeships to move students into longer term employment. Civil Service will work with Educational Opportunity Centers to provide remedial education to students who, after graduating from high school, find themselves in need of this assistance.

The comprehensiveness of these activities should help to meet the goals of New York State in expanding and diversifying its workforce, as well as to assist individual students in improving their job-hunting skills.

For further information, please contact Sandra Lopez/ New York State Department of Civil Service/Division of Affirmative Careers/W.A. Harriman State Office Building Campus/Civil Service Building 1, Room 310/Albany, NY 12239/(518) 457-9576.

Model Media — Since the beginning of the 1980s, there has been an unusual project operating in New York City in **Community School District 15** (Brooklyn). You might call it the Peace Corps, but in reverse. Individuals with many vocational and occupational skills, have been coming from around the world (about 650 from over 20 nations at last count) to work with pupils in this program who are interested in all mediums of communication.

Film directors, television producers, belly dancers, and multitude of other talented international visitors, have spent time in Park Slope, a Brooklyn neighborhood, living in the homes of the children they taught, as they shared a cross-cultural experience. This project, the NYC Model Media Programme, introduces youngsters to different career possibilities through a combination academic/hands-on preparation. The pupils have learned such diverse skills as BW/ Color photography, dancing, sailing (some of the children in the program sailed into Norway on one of the Tall Ships that participated in Liberty Weekend), cooking, and learning to adapt to people from other cultures when they visit the volunteers in their native lands. But the most unique aspect of this program may be the fact that it has never required or received funding from the city, State, or Federal governments. The people involved have managed to put together the necessary money through a combination of parent support, fund-raisers, and small contributions from private business sources.

When this article appeared in ***Benchmark,*** the Americans were waiting to welcome their French counterparts, a class of high school students, who would be arriving the latter part of October 1988 to spend several weeks in New York. The French students would be bringing with them their photographic efforts for an exhibition. This was, in one sense, the kickoff of the 200th Anniversary of the French Revolution which forms an important link in Franco-American relations.

The program is currently headquartered in **District 15's Magnet School of Telecommunication Arts and Technology**.

Career Development Center — Richard R. Green, then Chancellor, **New York City Board of Education**, visited **George Westinghouse Vocational and Technical High School** (Brooklyn) on October 21, 1988, to tour the school and meet with students, parents, and Principal Lewis Rappaport. Westinghouse High School is the recipient of a School and Business Alliance Grant (SABA) from New York State. The grant has allowed the school to establish a Career Development and Employment Center. According to the school, Westinghouse was the only vocational and technical high school selected in the city. Westinghouse, the largest vocational and technical high school in New York City, is centrally located in downtown Brooklyn, adjacent to numerous colleges and universities and contiguous to Metrotech and other projects. It trains students in eight of the 20 fastest growing career areas in the country: Computer Service Technician, Computer Service Analyst, Computer Operator, Office Machine Repairer, Electrical Engineering, Operator of Electronic Digital Processing Equipment, Electrical Technician, and Mechanical Engineering Technician.

Summer Institute — The students who enrolled in the **George Washington High School** Summer ICE (Institute for Career Exploration) program, directed by Assistant Principal Barry Hauptman, were already motivated to prepare for high school, to earn high school credit in Introduction to Occupations, and to be enrolled in either a first job experience or a series of cultural trips. Dr. Marlene Lazar, Assistant Principal (Supervision) Health and Physical Education and coordinator of the team, who also wrote the award-winning **School and Business Alliance (SABA)** grant for New York Working, developed a concept to provide a "booster shot" for that initial motivation. Working with Principal Annis Laird and Martha Graham, Join-a-School liaison and executive at **Chemical Bank**, Lazar prepared a visit of 35 ICE alumni to the Chemical Bank world corporate headquarters at Park Avenue. The Chemical Vice-President delivered a talk on the importance of education, as preparation for higher education and career ladder opportunities at Chemical Bank and other financial institutions. Students got a skyscraper glimpse of the career prospects and enjoyed a smorgasbord of delicacies. Exposure to other neighborhoods, role models, and career opportunities is a critical component in the continuous orientation offered freshmen at George Washington High School.

Career Quest — *Career Quest* is a new interest inventory and career planning program. A statistical team, including persons affiliated with **Syracuse University**, was recently appointed to conduct reliability and validity studies to work closely with the Educational Consultant for **Chronicle Guidance Publications**.

The new, self-assessment instrument is based on the Interest Areas defined in the **U.S. Department of Labor** publication, *Guide for Occupational Exploration*, using the career cluster concept. The package includes Interest Inventories, Interpretation Guides, and an Administrators' Guide. Two levels of career planning exist: initial career exploration and detailed career exploration and planning. This phase is called *Career Quest Career Paths*.

For more information or a free descriptive brochure, write to Chronicle Guidance Publications, Inc./ P.O. Box 1190/Moravia, NY 13118/(800) 622-7284.

Career Camp — Nineteen high school students were able to explore career options and learn which avenues best lead to the career of their choice at **SUNY Cobleskill's** "Summer Career Camp," offered for a week during the 1988 summer by the college's *New Jobs for New Yorkers* project. Students had the opportunity to discover what living on a college campus is all about and to help them make decisions about whether to seek employment immediately after graduation or continue their education at a two-year or four-year college. A mix of students were selected, not only "college-bound" students.

Exposure to nontraditional careers was a major emphasis of the program. All students attended each career sampling session. A hands-on approach to learning was used.

Interest inventory tests were administered to help the students make career decisions. Presentations were given about each area of study, and college admission policies were discussed.

In addition to sampling employment options, the students participated in college social, and recreational life.

This project was funded by a *Vocational Education Act (VEA)* grant and **SUNY Cobleskill**. Tanya Wilkins, coordinator, hopes the grant will be renewed and increased to enable 60 local teenagers to attend Career Camp in the summer.

National Association — Paul Downes the Managing Editor of **Chronicle Guidance Publications**, in Moravia, New York, has been chosen to be the chair of the Non-Print Media Video Guidelines Committee of the Career Information Review Service of the **National Career Development Association.**

The National Career Development Association was founded in 1913 as the National Vocational Guidance Association, a division of the American Association for Counseling and Development. The National Career Development Association has designated a committee for the development and evalu-

ation of career information. This information is available in many forms: print, nonprint media (video), and software.

Mr. Downes has been the managing editor of Chronicle Guidance Publications for 11 years and brings this expertise to this committee.

This newly formed committee will present a draft of the guidelines at this year's national conference, *Empowering People Through Career Development*, which was scheduled to be held in January of 1990.

The conference was attended by over 450 career development and counseling professionals—representing colleges, community agencies, private practice, business-labor, the military, and schools.

Betty Friedan, of New York City, world renowned author, social commentator, and influential advocate for women and older Americans, was a keynote speaker at the conference.

Westchester Academy Experience — Paul-Jacques Keene (Poughkeepsie) has been named Director of **The Westchester Academy**, a free new program where high school students can boost their academic skills and receive actual job experience in local business and government offices. The Westchester Academy is a prototype program funded by a $1.17 million Federal grant. The goal of the Academy is to improve educational outcomes for teenagers. Strong business-school-government collaboration has helped to shape the program toward preparing students for actual careers in which they can use their skills, abilities and interests.

The Westchester Academy offers a summer program of teaching support in high school courses plus on-the-job site visits and work experience. Ninth-graders will be involved in a three-year program, and will be recruited each year until 1992. All students will continue as Academy students and interns throughout their entire high school careers.

The mentoring process is an integral aspect of the program. Students and teachers work in small classes at **Westchester Community College**. When they return to their local high schools in September, the Academy participants meet with their business mentors. They receive extra instructional support and counseling as needed during the year, through the Academy. Enrollment will be continuous until high school graduation, with continuing academic classes plus actual jobs and internships during the summers after 10th and 11th grades.

The Westchester Academy is administered in the Instructional Services Division of **Southern Westchester BOCES**. For more information, contact Paul-Jacques Keene at (914) 332-5380.

Editor's Note — *The September 1990 issue of* ***The Benchmark*** *reported on* ***The Westchester Academy****. Paul-Jacques Keene is no longer the Director. Ruth Nybro (Hastings) is the new Director. The phone number has also been changed. The correct phone number is (914) 345-8500.*

Career Exploration in New York City — A number of career exploration activities have been taking place in schools in New York City. Some of these involve video viewing and production, some career and personal resources, while others involve summer hands-on study.

The **Automotive High School** (Brooklyn) recently produced a 30-minute videotape that was distributed to approximately 100 intermediate and junior high school principals in New York City as part of the career education and articulation program. The video was filmed, edited, and produced by the professional filmmaking unit of the Army National Guard as part of the Partners in Education program. The video contains highlights of the school's automotive shop programs, academic programs, teams and extra curricula activities. In conjunction with the video, representatives of the Automotive Dealers' Association of New York, and others visit to explain the potential opportunities for rewarding careers in the automotive industry.

At the **Aviation High School** (Queens), a work/study cooperative program has been developed with Mobil, in an attempt to expose aircraft maintenance technology students to the world of corporate aviation. Juniors spent summer vacation time at Westchester Airport, receiving training and experience in all facets of corporate aviation. They were able to participate in tasks that ranged from the routine to more complex learning of maintenance tasks such as brake changes, buildup of tire and wheel assemblies, engine inspections, inventory control, and pre/post flight inspections. As a result of this experience, students have received job offers.

The senior Cooperative Education class of **Canarsie High School** (Brooklyn) was able to visit the **New York City Job and Career Center**, where they were able to explore various career options through the use of a computer program called "QUEST." Students were able to consider career paths through display materials, and discussion with staff members as well. They participated in mock interviews, which they reviewed on videotape. Previous participants from the Center related their experiences with the Center and subsequent employment.

Transit Technology — The **East New York High School of Transit Technology** is now tied into the Control Data Plato Computer Network. Each of the new Transit Tech Labs have computer terminals which are connected to the main terminal at the **Transit Authority Training School** in Brooklyn. All of the teachers have been extensively trained to use the terminals. Each student in the program is given a plan by his/her instructor for training and/or remediation. The program allows students to be tested as they proceed through the various stages, which allows them to advance at their own pace. Pretests, grades, and computer hours are documented, along with supporting computer printouts which may be used by instructors for evaluation purposes.

Two new rail cars will be received, which will be set up in the senior Transit shop. The senior Transit Technician ('90) class is receiving its training at the Transit Authority and the **Long Island Railroad**. A city bus transports the students to the appropriate facility, to learn about such topics as Rail Car Safety, Rail Car Schematics, Main Motor Controllers, Rail Car Air Conditioning, Wheel Assemblies, and others.

Students in training receive pay for this training, and, when graduated, will be automatically placed in full-time employment with the Transit Authority as Electrical Helper Apprentices, starting at $10.25 per hour. Passing the Transit Civil Service Exam will enable them to increase to $16.00 per hour. This program has been arranged through an agreement between the Board of Education's Training Opportunities Program (TOP), the Transit Authority, and the Long Island Railroad.

Finger Lakes Region Students Gain Experience — The vocational education programs that are being offered through the **Wayne-Finger Lakes Board of Cooperative Educational Services (BOCES)** have been developed with the assistance of consultant committees which represent the business community. These businesses are very conscious of the predicted shortage of skilled workers to fill available positions, and have assisted in the development of courses which are intended to provide realistic work experience, and to help build upon marketable skills.

For example, students from Auto Body, Auto Mechanics, Carpentry, Welding, Retailing/Marketing Management, Rehabilitation Aide classes, as well as those from Computer Systems, are gaining experience in their chosen fields while they are still in school. Many of these students will obtain full-time employment with these businesses after graduation. Of the Wayne-Finger Lakes graduates, 61 percent will, in all probability, obtain employment with area businesses.

Other opportunities which have been created with the cooperation of local employers include food service internships at the **Veterans Administration Hospital** (Canandaigua), at home school cafeterias, at local restaurants, and food service facilities in the area; carpentry opportunities at the historic windmill landmark in Williamson and at the Youth Museum of the Finger Lakes; child care clinical experiences at facilities throughout Wayne County, including work with the swim program at Happiness House in Geneva; unpaid observation at area salons and providing free services to nursing home patients by cosmetology students; equipment repair, and farm equipment set-up and delivery for dealers. Students in Multi-Occupations courses are also involved in two-week internships at several various businesses in the Williamson area, which later have resulted in part-time appointments.

Career Beginnings — Career Beginnings is a large national mentoring project that targets high school students in urban areas, and is financed in part by the **Commonwealth Fund**. Benefits of the project are designed to spark an interest in volunteerism and adult involvement in the community. Aimed at at-risk students, the most visible achievemen,s of these students relate to factors such as not having been expelled from school, or arrested, and having seen the use of mentors to be a significant factor in their ability to avoid the use of drugs. To judge the effects of this project, four hundred high school seniors and their adult mentors in 16 cities were interviewed by **Louis Harris and Associates**. These students saw a benefit to having a mentor in choosing a career path, improving relationships, and becoming inspired to succeed. This mentoring project has been developed by business, labor, and education leaders, in an effort to develop national competency guidelines for work readiness. Ninety-three percent of the students surveyed said that they anticipated having successful careers.

Telephone Tutors and Technology — Exposure to computers is a major concern of the educational outreach program which has been developed between **New York Telephone** and certain major public school delivery systems, as well as the **New York Alliance for the Public Schools**. A unique aspect to this partnership is the use of New York Telephone engineers, who will serve as mentors and technical consultants. Over 100 New York Telephone employees have volunteered as tutors through Project LIVE (Learning Through Industry Volunteer Education Program).

New York Telephone is working with students from **Brooklyn's High School of Telecommunications Arts and Technology** in supplementing their regular course work with training and laboratory sessions at its **Telecom Tech Training Center**. The company offers more than 100 technical

and clerical summer jobs to disadvantaged youths between the ages of 14 and 21 through the New York City Partnership's Summer Jobs program.

Telecom Tech is a collaborative effort among New York Telephone, the **New York State School and Business Alliance**, and the **New York City Board of Education**.

Other initiatives include sponsorship of high school engineering clubs, and educational programs that motivate students to pursue careers in science and technology.

In addition, the *Careers in Telecommunications* video should be available to all high school students throughout New York State.

For more information, contact Toby Bremer, Director of Educational Relations, New York Telephone, (212) 395-6425.

Skilled Worker Program — New York State must begin an active recruiting program to increase the number of employees in the skilled trades. Hundreds of excellent jobs are unfilled each year because those entering the job market don't understand the rewards and sense of accomplishment that working in a skilled trade industry can bring.

The *Skilled Worker Emeritus Program*, initiated by the Governor in his 1989 State-of-the State Message, is an attempt to focus attention and increase awareness of the employment opportunities that exist in the skilled trades.

The goals of the program are to:

- select potential ambassadors with varied skilled labor interests representing a diversity of persons from New York State;
- expose participants through a formalized program to services, resources, issues and perspectives affecting the skilled labor pool in New York State;
- enhance personal communication skills and leadership abilities so that participants will be better ambassadors;
- motivate ambassador alumni towards active participation in community affairs;
- create and maintain an ongoing network of skilled worker ambassador alumni.

The *Skilled Worker Emeritus Program* will strive to recruit 40 to 50 experienced skilled workers from across New York State. As a Skilled Worker Emeritus, the person would be recognized by the Governor and then be available in their community, and perhaps statewide, to participate in some, or all, of the following activities to promote their occupation to the general public, and serve as a spokesperson for their occupation; to work with educators and employment and training professionals to refine instruction in vocational, technical and two-year degree programs, and to work to promote economic development at the state and local level and consult on skilled workers issues.

Thirty-five outstanding individuals recently came together for a two-day conference in Buffalo to participate in the Skilled Worker Emeritus Program. The participants, all skilled workers at or near retirment age and representing a variety of trades from across the State, were united in their desire and dedication to "spread the word" about the benefits of working in a skilled trade industry.

The conference, sponsored by the **Job Training Partnership Council** and coordinated by **SUNY Morrisville College**, concentrated on providing this first group of skilled worker ambassadors with the motivation and information they would need to promote their occupations to high school students, civic organizations, guidance counselors, and other groups in a position to advise individuals on job possibilities.

This first group of skilled worker ambassadors will be contacting high schools and community groups in their hometowns to make presentations on the advantages of working in the skilled trades, as well as to participate in job fairs and career days. Interested groups will have the opportunity to visit a skilled trade industry and discover firsthand the advantages of a rewarding and satisfying career as a skilled worker.

New York State Openings — A three-page listing of occupations with the greatest number of job openings in New York State is now available. Ask for *New York State: Average Annual Openings by Occupation, 1990-92*. One hundred and forty-two of the top occupations are listed in rank order starting with the largest number of annual job openings. This list of selected occupations includes jobs with above average growth rate and more than 500 openings per year. It was adapted from **New York State Department of Labor** data and includes the following types of information:

Occupation: Registered Nurse
1988 Employment Level: 124,700
1992 Projected Employment: 140,800
Average Annual Openings 1990-1992: 9,710.

Occupation: Public Relations Specialist
1988 Employment Level: 11,600
1992 Projected Employment: 13,000
Total Openings percent of Total Employment: 15.3 percent.

A single copy of *New York State: Average Annual Openings by Occupation, 1990-92* is available upon written request to ***The Benchmark***.

Work-Based Learning — The **U.S. Department of Labor's Employment and Training Administration** has undertaken a major review of the apprenticeship concept of training. The purpose of this review was to determine what role this form of systematic skill training might play in addressing our nation's need for more efficient use of human capital resources. The past 10 years have shown limited growth in the number of apprentices, while the workforce has grown by nearly 20 percent. Apprenticeship enrollment has declined to less than 0.3 percent of the total workforce.

In December 1987, the public was invited to comment on five issues related to the apprenticeship concept, including possible broadening of or limitation of the concept, the delivery system of an expanded apprenticeship system, the role of government, and linkages to education. Opinions expressed most frequently included support for apprenticeship as a method of training and its expansion to skilled occupations throughout American industry. The supporting rationale is that the apprenticeship concept of structured on-the-job training combined with classroom instruction, is an ideal model for learning the job-specific skills needed by today's workers. There was a consensus that apprenticeship should remain an industry-based program, with important roles for government and education.

Policy recommendations include developing a new model of credentialing structured work-based training programs, strengthening the basic apprenticeship model, and supporting and expanding structural work-based training programs, including apprenticeship. Concrete actions involve the appointment of an advisory board by the Employment and Training Administration to develop, sponsor, oversee and evaluate training programs, the consolidation of enforcement roles within the Federal levels to strengthen affirmative action, to develop work based learning alternatives for non-college bound youth and support for youth at risk of dropping out of school, and provide incentives to encourage employers to increase the training of workers.

For more information or a copy of *Work-Based Learning: Training America's Workers* contact U.S. Department of Labor/Employment and Training Administration - Bureau of Apprenticeship and Training/Frances Perkins Building, Room N4649/200 Constitution Avenue, NW/Washington, DC 20210.

A single copy of *Work-Based Learning: Training America's Workers* is available upon written request to ***The Benchmark***.

Manufacturing Profile — A total of 1,166,000 employees were involved in manufacturing industries in New York State in February 1990. Of these, 634,300 were involved in the production of durable goods, 531,600 were involved in the production of nondurable goods. The largest categories of employment in durable goods were those involved in the production of instruments and related products (135,900); machinery not including electrical, (127,900); and electrical and electronic machinery, equipment and supplies (106,800). The largest categories of employment in nondurable goods were in printing, publishing and allied industries (161,800); fabric products (combined with textile mill products, 138,800); and food and kindred products (71,500).

A total of 64,500 employees were involved in transportation equipment, and fabricated metal industries. Running close behind are chemicals and allied products (60,000), and miscellaneous manufacturing industries (43,500).

Average weekly earnings for production workers in manufacturing establishments in February 1990 was $433.82, higher for durable goods ($468.03) than nondurable goods ($391.02). The highest paid production workers earnings categories were aircraft and parts ($723.77), grain mill products ($686.34), and motor vehicles ($685.97); the lowest paid production worker earnings categories were footwear ($233.98), miscellaneous apparel and accessories ($237.34), and men's and boys' furnishings ($244.30).

Women are employed most heavily in apparel and other finished fabric products (66.9 percent) and textile mill products (57.7 percent). They are employed more equally in printing, publishing, and allied industries (48.5 percent), leather and leather products (48.4 percent) and miscellaneous manufacturing industries (41.9 percent). (Included in miscellaneous manufacturing industries are jewelry and silverware, toys, sporting goods, and office and art supplies.)

In New York City, a total of 351,400 employees were involved in manufacturing in February 1990. Of these, 258,900 were involved in the production of nondurable goods of which 96,200 were apparel and other textile products, and 88,500 were printing, publishing, and allied industries. In New York City, 66.9 percent of all employees in apparel production were women, and 57.7 percent of those involved in textile mill products production were women.

Women were employed in highest proportions in the production of durable goods in the following regional areas (of areas reporting a breakdown): Orange County (34.8 percent) Binghamton (32.8 percent), the Nassau/Suffolk area (30.1 percent), and Elmira (30.0 percent.

The above information was reported in *Employment Review*, a publication of the **New York State Department of**

Labor. For more information contact Publications Unit/ New York State Department of Labor/Building 12, Room 401/State Campus/Albany, New York 12240/(518) 457-1130 or Division of Research and Statistics/New York State Department of Labor/1 Main Street, Room 907/Brooklyn, NY 11201/(718) 797-7703.

Health Career Schools — Partnerships of identified high schools, health care facilities, and postsecondary education institutions are being established to offer to students a strong academic program of study having a health careers emphasis, and including practical experience in a health care setting.

The goal is to establish 12 such high school/health care facility partnerships — two in New York City and one in each of Buffalo, Rochester, Syracuse, and Yonkers in the fall of 1989, and three in New York City and one in each of Albany and Binghamton and on Long Island in the fall of 1990.

Currently, five schools are committed to the program while discussion is continuing with the sixth, and three hospitals have agreed to partnering specific schools. The State Department of Health is working to enlist the participation of the additional three health facilities needed to begin this fall's program.

Careers in Tourism — Quick, what's the #1 industry in New York State? What industry employs over 625,000 New Yorkers and generates a payroll of over $7 billion annually? It is the planning, development, and day-to-day operations of the vast visitor industry.

Definitions are as varied as the career choices in this field. "Hospitality," a word often substituted for "Tourism," describes the attitude better than a particular occupation. Perhaps, because of its diversity, many career opportunities are often overlooked.

Transportation, Lodging, Dining, and Recreation are only a few of the avenues to be explored, not just as an interim job during high school or college, but as a viable option for lifetime work.

Human resource development is now considered the primary crisis of the 1990's in the continued growth efforts of New York State's tourism industry. There is almost a critical need for trained personnel at all levels: management, middle management, and entry-level. Forecasted to be the world's biggest employer by the end of this century, the need for professionalism is more apparent than ever.

Tourism Opportunities — Tourism is big business! In New York State alone, visitors from near and far spent over 17 billion dollars in 1987. Keeping all these guests happy required the direct employment of 647,000 New Yorkers, with many more in support industries. Further, the projected outlook predicts more people spending more leisure time than ever before.

Hotel Tech courses offered by colleges and postsecondary institutions have come of age. Working in concert with the industry, many New York colleges now offer computer and pertinent curricula. Exciting and interesting additions such as Urban Planning, Psychology, Computer Technology, and Convention or Conference Planning are included in today's hotel curricula. In addition, rapidly changing technology is being constantly monitored and adapted to the tourism industry by colleges and universities everywhere.

Modern restaurant entrepreneurship requires much more than knowledge of food preparation. Today's success stories are written by managers who have Marketing and Organizational Behavior included in their educational background, as well as novelle cuisine. Self-discipline, initiative, and leadership are essential. Managers in food service must also have good communication skills to deal with customers and suppliers, and they must be able to motivate their own employees. In a survey conducted for the **National Restaurant Association**, the median base salary of restaurant managers was estimated to be $22,400 a year in 1986, but large restaurants and institutional food service facilities frequently offered annual salaries in excess of $40,000. Salaries for assistant hotel managers in 1986 averaged an estimated $34,500, based on a survey conducted for the **American Hotel and Motel Association**. General managers of properties with fewer than 200 rooms made $38,000 annually, according to the same source.

For more information about job titles and appropriate curricula in New York State, please contact Susan Saba at the Division of Tourism in Albany, (518) 474-4116.

Art Career Awareness — The Art Department of **New Dorp High School** (Staten Island) declared December as "Art Career Awareness Month." A series of activities were planned to inform students of the variety of art-related carers available, and of the colleges which prepare students for entry into these fields.

On December 9, New Dorp hosted a Staten Island-wide Art Career Workshop. Teachers and students in public, private, and parochial schools, and their parents, were invited to participate. The program was coordinated by the admis-

sions staff of **Fashion Institute of Technology (FIT)** and featured presentations by 10 art colleges, each describing a specific art career area.

Senior Portfolio Review Day was held on December 15, 1987. Portfolios were reviewed by a committee of art teachers, with the help of a senior textile design student at **FIT**.

These events were followed by an Art College Mini-Fair on December 21st. The event brought together New Dorp alumni, now attending art colleges, with students in major art classes.

A Jump at Optical Education — Students at **George Westinghouse Vocational and Technical High School** (Brooklyn) are getting a head start in education for optical occupations. This high school is reportedly the first and now is one of only two high schools in the nation offering an optical technology program. Students are being offered a three year curriculum in surfacing and benchwork. This training puts them on track toward becoming shop technicians, surfacing laboratory employees, manufacturers' representatives, contact lens technicians, optical shop proprietors, and New York State licensed opticians.

In the past 1 1/2 years, a number of the seniors of the high school have been part of a cooperative initiative with New York City Technical College. At this college the students will easily move from optical learning at the high school level to optical-targeted courses in college. As a result, a larger number of students are looking forward to earning degrees in ophthalmic dispensing and pursuing it as a lifelong career.

A number of students are involved in a co-op program, going to class every other week or on weekday mornings and spending the other weeks or afternoons as part-time employees in eyewear/contact lens laboratories or optical dispensaries in the New York City area.

The school offers two full-service labs focusing on surfacing, and edging. Included in the school's curriculum are: field trips, visits from industry spokespeople, opticinary and laboratory oriented video tapes. These all contribute to the rounding out of the students' three years of training.

Approximately 130 students are enrolled in optical education at George Westinghouse.

Apprenticeship Alternatives Gain Momentum — As demographers chart a growing disparity between an increasingly sophisticated workplace and a decreasing supply of skilled workers, apprenticeship is gaining new vitality. Although traditionally associated with the building machine and mechanical trades, apprenticeship is a highly adaptable model suited to any job requiring both a high degree of practical skill and specific technical knowledge. Apprenticeship programs that are already in place, or are being developed, are in such "nontraditional" fields as computer analysis, health care, wastewater treatment and solid waste management, and protective services.

Apprenticeship offers special opportunities for eligible veterans. When they enter approved apprenticeship programs, they may receive, in addition to their wages, a monthly training assistance allowance for up to three years under the *Veteran's Pension and Readjustment Assistance Act of 1967*. The amount they may receive is determined by the period of training they are in and the number of dependents they have. In addition, some veterans will be already eligible for craftworker status when they are discharged, as the result of an agreement between the armed services and the **United States Department of Labor**.

Under the plan, they will develop training programs in apprenticeable occupations, such as operation and repair of heavy equipment, with the help of labor and management representatives of that craft. Work experience in the craft will be counted toward the credits required for craftworker status. Those who fall short of the required credits at the time of discharge will receive counseling on how to meet the remaining requirements.

A United States Labor Department-coordinated symposium, containing representatives of 37 education and business groups has urged a greater role for federal apprenticeship programs in closing the nation's skill gap. Panelists stated that schools should teach career-choice classes in junior high school, and push students to make career decisions by their sophomore year. The panelists outlined a blueprint for junior and senior high schools to expand apprenticeship programs that combine work-based learning and academic instruction. They also pressed for more career exploration programs in grades seven through nine, and an alternative apprenticeship track that would begin in 10th grade.

As of November 30, 1990, there were 18,928 registered apprentices in 1450 separate programs throughout New York State. Of these, 3,796 (20 percent) are minority members, 766 (4 percent) are female. Twenty four (.1 percent) identified themselves as handicapped. The **New York State Apprenticeship and Training Council** recently approved new trade proposals in the occupations of School Safety Officer, and Community Services Officer. These positions are available in New York City and Syracuse, respectively.

The **Albany County Department of Residential Health Care Facilities** has instituted an apprentice training program for Nurse Assistants who wish to become Licensed Practical Nurses (LPNs). Staff from the co-located Skilled Nursing Facility (Albany County Home) and Health Related Facility (Ann Lee Home) attend classes on-site on a part-time basis. The LPN training is being provided by the **Albany-Schoharie-Schenectady BOCES**, which has adapted its full-time curriculum for part-time delivery. Classes are scheduled across two shifts (1 p.m. to 5 p.m.) to minimize lost work time. Much of the clinical component will also be scheduled at the facility, although a major portion must be completed in a hospital setting. Participants' work as Nurse Assistants is considered to fulfill the **New York State Department of Labor**'s on-the-job requirements for apprenticeship programs as it directly relates to the work performed by an LPN. The **New York State Department of Health** is offsetting much of the cost of the program through a special grants program for Health Care Worker Upgrade Training.

The **Niagara Falls School District**, the **Civil Service Employees Association (CSEA)**, and the New York State Department of Labor have established a pre-apprenticeship program for maintenance staff. Initially, approximately 20 workers will be indentured as carpenters, plumbers-steamfitters and electricians. Upon completion of the preapprenticeship (which corresponds to the initial phases of an apprnticeship), these workers will form the pool from which a smaller number will be chosen to complete an apprenticeship training program. The Niagara Falls School District is considering expanding to additional titles as soon as it is possible.

The Medical Assistant apprenticeship is another recently approved apprenticeship program. It is a Job Corps program providing training in a wide range of medical and business skills. Medical Assistants will provide medical assistance and other supportive services to a physician or group of physicians in a hospital, urgent care center, walk-in center, or group practice. This is a one-year apprenticeship program.

Other recently approved apprenticeship programs include Safety Inspector (Biological Safety Cabinet Technician), and Tool Programmer, Numerical Control. These are 24 month apprenticeships.

For more information, contact the New York State Department of Labor/State Office Campus, Building 12/Albany, NY 12240/(518) 457-8400.

National Apprenticeship — The **National Apprenticeship Act** was approved on August 16, 1937. This act enabled the Department of Labor to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices and to cooperate with the States in the promotion of such standards. A copy of that act has been published by the U.S. Department of Labor Employment and Training Administration in a publication titled *National Apprenticeship Program. Title 29, Code of Federal Regulations, Part 29.4* defines an apprenticeable occupation as one that: is customarily learned in a practical way through a structured, systematic program of supervised on-the-job training; is clearly identified and commonly recognized throughout an industry; involves manual, mechanical, or technical skills and knowledge that require a minimum of 2,000 hours of on-the-job work experience; requires related instruction to supplement the on-the-job training.

Such instruction may be given in a classroom, through correspondence courses, self-study, or other means of approved instruction.

Other contents in the publication include a description of the Program, the Bureau of Apprenticeship and Training and a listing of recognized apprenticeable occupations.

For more information contact John Griffin, State Director/ U.S. Department of Labor, Bureau of Apprenticeship and Training/Leo O'Brien Federal Building, Room 810/Albany, NY 12207.

A single copy of *National Apprenticeship Program* is available upon written request to ***The Benchmark***.

Apprenticeship 2000 Summary Available — A review of the concept of apprenticeship in meeting the needs of a skilled work force was conducted by the **Federal Department of Labor.** Written and oral testimony were submitted, and the public was invited to attend meetings and provide comment. Focus papers were published in the *Federal Register*, in October 1988 and January 1989. Comments received for each paper were reviewed, coded and analyzed by **Bureau of Apprenticeship and Training** staff. Major respondent groups included labor unions, joint apprenticeship and training committees, public and special interest groups,government and education, as well as business and industry.

One recurring response was that industry should have a key role in apprenticeship expansion, while others believed it should be a concerted effort to interface labor, business, industry, government, and education. A large number of respondents were aware of the importance of a public relations plan, one that would make all parties aware of the benbefits of apprenticeship, and with particular emphasis on

developing awareness from the middle school level, up. Issues such as definition of apprenticeship, program structure,estblishment of program levels, certification of workers, and standard of quality, were also commented on. Sixty-one percent of the total respondents were in favor of establishing a standard definition of quality for apprenticeship programs. Opinions differed as to who should set the standards differed. One suggestion was to actually solicit feedback from the completers on program improvement. Others wanted to see the development of a coalition of constituencies, or joint committees which would set standards and curricula in each field.

Most respondents indicated that that they felt that all states' participation in an apprenticeship system would be desirable, but that apprenticeship not be a government program. Some suggested that the Federal-state unemployment insurance system would make an effective model. At any rate, consistency was stressed, as was the necessity for Federal legislation to clarify state and Federal roles.

These responses to the focus papers were compiled by the **US Department of Labor Employment and Training Administration**.

New Apprenticeship Regulations — New regulations for the registration of apprenticeship programs have been proposed by the Bureau of Apprenticeship and Training (BAT). These regulations would be designed to facilitate expansion of the apprenticeship system. The proposed regulations would provide clear and concise procedures for recognition or derecognition of a state apprenticeship agency. They would reserve the right of BAT to register any apprenticeship program for sufficient reason, or in the national interest. They would establish benchmarks for related instruction hours, gramting of advanced standing and awarding of completion certificates.

The new regulations would require periodic renewal of program certificates of registration in order to improve program quality, and an annual review for the first three years. The minimum term for registered apprenticeships would be increased from one to two years, except for competency-based programs, for which there would be an eighteen month minimum. The criteria for determining the apprenticeability of an occupation would be redefined.

Currently, programs registered by the Bureau of Apprenticeship and Training must provide that:

- The starting age of an apprentice is not less than 16.
- There is full and fair opportunity to apply for apprenticeship.
- There is a schedule of work processes in which an apprentice is to receive training and experience on the job.
- The program includes organized instruction designed to provide apprentices with knowledge in technical subjects related to their trade (a minimum of 144 hours per year is normally considered necessary).
- There is a progressively increasing schedule of wages.
- Proper supervision of on-the-job training with adequate facilities to train apprentices is insured.
- The apprentice's progress, both in job performance and related instruction, is evaluated periodically and appropriate records are maintained.
- There is employee-employer cooperation.
- Successful completions are recognized.
- There is no discrimination in any phase of selection, employment, or training.

For more information about new or existing regulations contact Minor R. Miller, Acting Director/Bureau of Apprenticeship and Training/US Department of Labor/200 Constitution Ave., NW/Washington,DC 20210/(202) 535-0540.

A single copy of *Apprenticeship: Past and Present (Revised 1987)* is available upon written request to ***The Benchmark***.

Career Development Conference — The First Annual Statewide Conference on Career Development is scheduled for Wednesday, July 24, 1991, at the Empire State Plaza, in Albany, New York. The theme of the conference is *Networking for the Nineties: Strategies for Lifelong Career Development*. Sponsored by the **Information Dissemination Council** and the **New York State Occupational Information Coordinating Committee (NY-SOICC)**, this conference will help participants from diverse perspectives to explore and apply career development strategies. This first statewide conference overlaps the final portions of the Fourteenth Annual National SOICC Conference, being hosted by New York State, which starts on Friday, July 19, 1991, at the Albany Hilton Hotel. Participants in the statewide conference will be able to register for the national conference as well. Conference brochures should be available in early 1991.

Employment Day — Employment Day is a day when motivated high school seniors, including adult students, have an opportunity to seek full-time employment after graduation

through interviews with a variety of employers at one location. It is not a career fair, but offers actual job interviews and hiring possibilities. It is not for those immediately entering college or the military.

Employment Day '88 was sponsored by the **Greater Capital District Regional Vo-Tec Consortium** and held at the **Saratoga Springs City Center** on May 19, 1988. A total of 62 large and small companies from the Greater Capital District participated, plus the **U.S. Armed Services** and the **New York State Department of Labor Job Service**. Approximately 310 students from 35 high schools attended. All of these students successfully completed a preparation process at their home schools before they became eligible to participate.

An evaluation of *Employment Day '88* shows that it was an even greater success then *Employment Day '87*, the first time it was held. For example, the 310 students who participated represented a 20 percent increase over 1987 and the number of employer booths (62) increased 20 percent over last year.

Guidance counselors completed evaluations: 53 percent felt it was "excellent;" 42 percent felt it was "good."

Employment Day '89 was held on Thursday, May 18, 1989.

Career and Education Expo '91 — *Career Education Expo '91* is a cooperative effort among government, business, education, and labor and is designed to expose young people to the wide range of career and educational opportunities that are available to them. Created by the **New York State Department of Labor** in response to Governor Mario Cuomo's "Decade of the Child" initiative, the Career Expo was scheduled in Albany at the Knickerbocker Arena on May 2-7, 1991. Days were set aside specifically for school visits aimed at students at the junior high level and above. A resource book was provided to all participants, which will serve as an invaluable guide which will assist the students and educators in using the Expo experience to its full advantage. It can also be used to supplement the New York State mandated career development curriculum. This Expo will be a great opportunity for teachers to concretely relate the concepts taught in the classroom to the real world. The greater Capital District Vo-Tec Consortium provided more information about the Expo to schools. For additional information, contact Mary Reed/ NYS Department of Labor/ Community Services Center/ Saratoga Mall, Route 50/ Saratoga Springs, NY 12866.

Career Expo — The Second New York City Career and Education Expo was held October 2-7, 1989, at the Javits Convention Center. The Expo occupied 80,000 square feet and drew approximately 25,000-30,000 students. Ten "mini" environments reflected the current and projected labor market for New York City:

- The Hospitality Industry
- Made in New York — Manufacturing
- Building New York — Construction and Real Estate
- Banking and Finance
- Business Support
- Communications
- Fashion and Retail
- Small Business and Entrepreneurship
- Health and Social Services
- New York, The State of Learning.

Expo marketing teams were trained and visited principal corporate exhibitors. The response was most positive, with nearly all of the past year's exhibitors back for a second time.

The school committee met with the public high school superintendents and principals, and each principal was given an informational kit. Parochial school administrators were also most enthusiastic about Expo. In the past the event was targeted for high school junior and seniors. This time the audience encompassed freshman and sophomores as well, and a substantial contingent of seventh- and eighth-graders were invited. College students will also have an opportunity to visit Expo during the afternoon and evening hours.

Plans were developed for an entertainment program and educational skits addressing such topics as, Dressing for Success, The Successful Job Interview, Managing Money, etc.

With cosponsorship from the New York State Education Department and the New York City Department of Employment, the Expo again attempted to broaden the occupational horizons of thousands of students, and challenge them to raise their personal expectations. The event highlighted the critical linkages between educational effort and career success. For more information call (212) 971-0550.

Editor's Note**: The September 1989 **Benchmark** contained an error on page 10, under the heading **Career Expo.

Career Expo was also cosponsored by the New York State Department of Labor and the New York City Board of Education. For additional information, please contact Jeanine Grinage at (518) 473-6810.

Job Link — **Project JOB-LINK** is a partnership effort among businesses, educational institutions, and government agencies in 11 Capital Region counties: Albany, Columbia, Fulton, Greene, Montgomery, Rensselaer, Saratoga, Schenectady, Schoharie, Warren, and Washington.

Job-seekers who are looking for a connection, as well as employers looking for a qualified candidate, will be matched on the basis of a brief application listing qualifications, skills, and interests. The information will match the employee with an employer, based on company needs and "character." Every employer has been spoken with in detail sufficient enough to identify the types of skills required to perform the job. Potential employers include companies in the manufacturing, hospitality, and technology industries.

JOB-LINK is a partnership of business, education, and government, and is sponsored by the **Capital Region Economic Development Corporation** in conjunction with the **New York State Urban Development Corporation** and the **Niagara Mohawk Power Corporation**.

While the main base of operations is located in the City of Albany, information may be obtained at **New York State Department of Labor Job Service** Offices and Community Service Centers in the previously listed counties. To find out where your nearest center is, call the New York State Department of Labor, (800) 869-9670 toll-free.

For more information about project JOB-LINK, write Project JOB-LINK/New York State Department of Labor/ 115 Ontario Street/Albany, NY 12206.

CareerSmart — Forecasts estimate critical statewide shortages in key industries, although it is expected that over 300,000 skilled and technical positions will be emerging in the next two years. The workforce is becoming smaller and smaller.

CareerSmart illustrates to students and their parents the advantage of occupational and technical education as a relevant option. Developed by the **New York State Occupational Education Association (NYSOEA)**, it is a statewide television, radio, and print campaign designed to draw motivated students toward occupational education programs, thereby producing a skilled labor pool.

Single copies of NYSOEA's informative brochure about *CareerSmart* are available upon written request to ***The Benchmark***.

Metroguide — The College and Career Office at **Bayside High School** (Queens) has expanded its facilities and equipment. Students may now use the "Metroguide," a computer-generated, up-to-date information guide to the labor market which tells students about what jobs are out there and how to prepare for those jobs. Students can obtain information regarding required skills, programs of study, and colleges that offer courses and have financial aid available.

Career Information — A number of publications are available from the **New York State Department of Labor** which could help counselors to meet the needs of students who are interested in obtaining information about specific occupations in New York State. These resources have been prepared by the **State Occupational Information Coordinating Committee (SOICC)**. This committee is a joint effort between the **New York State Education Department** and the **New York State Department of Labor**, and provides useful tools for helping students make career choices. For specific information regarding available resources contact David Nyhan/SOICC Director/**Department of Labor**/New York State Office Campus/Albany, New York 12240, or Ernest Whelden, in the **State Education Department**, at (518) 474-4806.

Apprenticeship Information — Apprenticeship is training in occupations that require a wide and diverse range of skills and knowledge, as well as maturity and independent judgement. It involves planned, day-by-day training on the job and experience under proper supervision, combined with related technical instruction. There are approximately 800 apprenticeable occupations currently recognized by the **Bureau of Apprenticeship and Training**, and the State Apprenticeship agencies. These occupations can be found in such industries as electronics, construction, service, metal working, public administration, and medical and health care. Apprenticeship programs may be sponsored by an employer, a group of employers, or a union; often times joint apprenticeship committees may be formed to determine industry needs for particular skills, and the kind of training required, and set the standards for acceptance into the programs.

A single copy of **Apprenticeship Information** is available upon written request to ***The Benchmark***.

Career Brochures Now Available — The **Bureau of Agriculture, Trade, and Technical Programs** has begun an informa-

tional program to help local education agencies increase public awareness and acceptance of Trade and Industrial Education: the "Heads-up, Hands-on" campaign.

Working with the automotive industry, and with the **Printing and Graphics Association of the Finger Lakes**, two multicolored brochures, which promote careers in Vehicle Maintenance/Repair and Graphic Communications, have been developed for use by local educational agencies statewide. These brochures were supplied to those local schools and BOCES having Trade Vehicle Maintenance and Graphic Communication Programs. The brochures are also available, upon request, to colleges having similar programs.

The brochures are shipped unfolded and untrimmed in packets of 250 sheets printed front and back; each sheet comprises two copies of the brochure. They are shipped this way in order to allow agencies the option of taking the brochures to a local printer or to run them through their own print shops, and imprint them with whatever local identification they wish.

A trimmed and folded sample of either brochure could be seen at any of the 1990-91 Regional Conferences listed in the Special Dates section of ***The Benchmark,*** or may be obtained by calling the Bureau of Agriculture, Trade and Technical Programs at (518) 474-4802.

USA Careers — **USA Today** has developed materials for use in the classroom. "USA Careers" is a package which helps the student with career planning. It includes material on the workforce, the workplace, and resources. It also includes sections on career planning, preparation, and decision making. "USA Careers" is a colorful publication, on newsprint, with exceptional use of graphics. A teacher's manual is available in conjunction with **USA Today** for a total of 50 cents per student. An information package on "USA Careers" is available at no cost from Diane Barrett/**USA Today**/42-40 Bill Boulevard/Bayside, NY 11361/(800) 522-0566.

Career Videos — **The Office of Occupational and Continuing Education (OOCE)** is exploring the possibility of producing one or more career awareness videotapes, to stimulate youth in the eighth and ninth grades to think about their futures and to examine potential careers. OOCE needs your help in identifying existing career awareness videos which appeal to young people. The Office would like to know of any career awareness videos which you have seen or used that could be used in a classroom setting with students aged thirteen to sixteen. Please provide the name(s) of the video(s), where it can be purchased or borrowed, and the cost, if any.

Please call or write to Barbara Donahue/**Office of Occupational and Continuing Education**, One Commerce Plaza, Suite 1612/Albany, NY 12234/(518) 473-3291.

Career Video — With input and support from the **State Occupational Information Coordinating Council (SOICC)** and the State Education Department's **Information Dissemination Council (IDC)**, the **Office of Occupational and Continuing Education** conducted a feasibility study to determine whether the first of a series of short, catchy, high-quality videotapes for developing career awareness in young people could be produced for $50,000. The video was to be part of a "Career Continuum of Videos," serve an integral nonprint aspect of the IDC's Statewide Awareness Campaign, and be widely distributed through such avenues as schools, libraries, television, and radio. The study comprised three parts: a survey of career awareness videos already in existence, advisory committee input, and student reactions. Results showed a strong need for a video that focuses on career decisionmaking skills for sixth, seventh, and eighth grade students in Home and Career Skills courses.

A Request for Proposals (RFP) has been issued to video producers to seek competitive bids on a video package, including a 6-8 minute primary tape, a Spanish-subtitled version and a closed-captioned version of the primary tape, and two Public Service Announcements. The next steps in the video project will be: securing the continued support of the education and business community; selecting the outside producer to make the first video for $50,000; planning for distribution of the video and production/distribution of supplementary instructional material; hiring additional staff for the project; continued operation of subcommittees working on content and video support; and implementation of the activities in the project timeline, with the assistance of volunteers from the external committee and the IDC.

It was anticipated that the videotape would be completed by November 30, 1988, and distribution of the video and teacher materials would take place in the spring of 1989.

Career Center — New York City's **Bureau of Business and Marketing Education**, in collaboration with the **New York City Job and Career Center**, is arranging field trips for high school students who are enrolled in business and marketing programs. At the Center, students take part in mock interviews under the eye of the TV camera and then watch them-

selves on videotape. A microcomputer prints out suitable job titles, based on student input concerning interests and abilities. Job applications and working papers for students 16-18 years old are filled out and social security is discussed.

In addition, visitors view the film "Working," which was produced by the **Metropolitan Life Insurance Company** and illustrates how students should prepare for a job interview. A tour of the facility, which has several exhibits provided by the private sector, government, and social agencies, provides the students with a perspective of the needs of potential employers who are seeking high school graduates with entry-level, business-related skills. Approximately 3,600 students, enrolled in business programs in 88 New York City high schools, visited the Center during the fall term.

Counseling Services — The **National Career and Counseling Services**, Washington, DC, announces the 1989 publication of two futuristic books. The titles are: *New Emerging Careers Today, Tomorrow and in the 21st Century* ($15.00) and *Futuristic Exercises: A Workbook for Emerging Careers for the 21st Century and Beyond* ($13.00). These two books complement and supplement an earlier volume, *Emerging Careers: New Occupations for the Year 2000 and Beyond* ($11.95). All three books were published by the **Garrett Park Press**/P.O. Box 190W/Garrett Park, MD 20896. S. Norman Feingold, a licensed psychologist and active futurist, is author of one book and co-author of the other two.

The second volume on new emerging careers explores jobs that will develop from the changing technology in the fields of lasers, robotics, medical technology, information technology, computers, telecommunications, aerospace, superconductivity and biotechnology. Hundreds of emerging jobs and careers with special promise for tomorrow are listed as well as how to prepare for them.

The Futuristic Exercises Workbook, with a Foreword by Edward Cornish, President of the **World Future Society**, has more than 450 exercises to help prepare for the future, anticipate problems, and develop a futuristic attitude. Thirty-seven Futuristic Drawing Exercises are also included. Futuristic Exercises are listed in 48 categories ranging from Aging to Work. This book can be used for individual use or preferably as a workbook or text for groups in classroom activities. This book concludes with a futuristic quiz that gives the latest facts on the present, and projections for a creative future.

For further information on futuristic lifestyles, careers, workshops, and speakers, write to Dr. S. Norman Feingold/ P.O. Box 34937/Bethesda, MD 20817.

The Jobseeker — A source book for youth in New York State, this 84-page, 8 1/2" x 11" reference guide is an enhanced update of the 1986 version. It is designed primarily to assist young people entering the job market. It contains sections on the explanation of the jobmarket/labor force, kinds of employers, kinds of occupations, chances of finding a job, how to find a job, how to prepare a resume, how to complete an employment application, and how to do well at a job interview. It also contains occupational profiles on 152 occupations of interest to youth, with information on each regarding: number employed, where funded, job outlook, education needed, personal characteristics and earnings.

A single copy is available free from: **New York State Department of Labor/ Bureau of Labor Market Information**/State Office Campus Building 12, Room 488/Albany, NY 12240. Additional copies are available at $1.00 a copy from **Division of Research and Statistics**/Publications Unit, Room 401— same address. Send check made out to **New York State Department of Labor.**

Occupations Resource — Occupations which are licensed or certified by New York State agencies have been complied into a resource booklet which is designed for use in public and school libraries, school guidance offices, State agencies, and in counseling agencies, such as the Job Service offices of the **New York State Department of Labor** and Vocational Rehabilitation offices of the **New York State Education Department**. Job seekers and people making career choices or changes will find this guide useful. It contains descriptions of occupations, current licensing requirements (training, tests, fees), employment outlook, earnings, and sources of additional information. It also includes a list of apprenticeable occupations.

Copies of *Occupations Licensed or Certified by New York State* may be obtained by sending a check or money order for $10.00 each to: New York State Department of Labor/Division of Research and Statistics/Publications Unit, Room 401/State Office Building Campus/Albany, NY 12240.

Career Success — As part of a statewide awareness campaign for occupational education, the **Office of General and Occupational Education** and its statewide **Information Dissemination Council (IDC)** launched an exciting effort using a national magazine, *Career Success*.

This national magazine was used to promote vocational education. It features general-interest articles in a contemporary format about preparing for a fulfilling career. Major goals of using *Career Success* are to increase awareness of, and build the image of, occupational education.

The New York State edition of *Career Success* magazine was previously available only through the **New York State Education Department.** It includes material that is specific to occupational education opportunities in New York State. A teaching guide and student worksheet will be sent with each issue.

Career Success magazine has been used in two major ways: as a classroom resource for career counseling and development through education preparation, guidance, and counseling, job search strategies, employment outlooks, resume preparation, interviewing techniques, and success stories; and as a marketing tool for community awareness, student recruitment, development of corporate and business ties, open houses, career fairs, mall shows, parents nights, and board meetings.

Although no longer being published, a single sample copy of *Career Success* magazine is available upon written request to ***The Benchmark***.

Career Videos — *Careers in High Technology* (1/2-inch VHS Master Videotape) was recently produced by the **Bureau of Agriculture, Trade, and Technical Programs.** This presentation describes "technology-related" career opportunities in the trade, industrial, and service sectors and should be of interest to science teachers, guidance counselors, students, and parents. Copies can be obtained from area Occupational Centers.

Another video made by the Bureau is a program entitled *Careers in Biotechnology*. This videotape describes the scope and impact of biotechnology on society. It should be of interest for use by agriculture teachers, science teachers, counselors, parents and students. This 1/2-inch or 3/4-inch videotape can be obtained by contacting Daryl Foster/ Instructional Materials Service/ 24 Roberts Hall/Cornell University/Ithaca, NY 14853/(607) 255-9253.

Awareness Campaign — The **Bureau of Agriculture, Trade, and Technical Programs** is beginning to implement an information program to help local education agencies create better public awareness and acceptance of Trade and Industrial Education. This information program will be of assistance in expanding the career awareness campaign, better known as the curriculum product, Teaching for Occupational Proficiency (TOP). It can also be used as a model for other similarly related occupational areas.

As an early step in this process, the Bureau has developed camera-ready art for a four-page newspaper tabloid promotional piece entitled, "Heads Up Hands On". Rather than distribute printed copies of this tabloid, it will be more useful if the Bureau distributes the camera-ready art. There are several areas for local use which will allow agencies to add their own names, logos, and/or sponsors and get it printed locally. The tabloid format was chosen because of its appeal to youth and because of its economy of production, even in a two color format. The artwork is meant to augment current PR efforts. The tabloid can be used as a supplement to a newspaper, or as a mailer to parents of potential T&I students. The agency may not have all the T&I programs that are listed in the tabloid, so a disclaimer has been added as a safeguard.

This is seen as an effective way for those at the State level to work with those at the local level in building better awareness and understanding of T&I education. All the development costs and necessary approvals have been borne at the State level. By covering the reproduction costs, the school district or BOCES has the opportunity to localize the product and print in whatever quantity best suits its needs.

If you have any questions, please contact Alan Silverman at (518) 474-4802. Staff from the Bureau of Agriculture, Trade, and Technical Programs are available to provide technical assistance to you in implementing this project.

A single copy of "Heads Up Hands On" may be reviewed at your regional BOCES technical center.

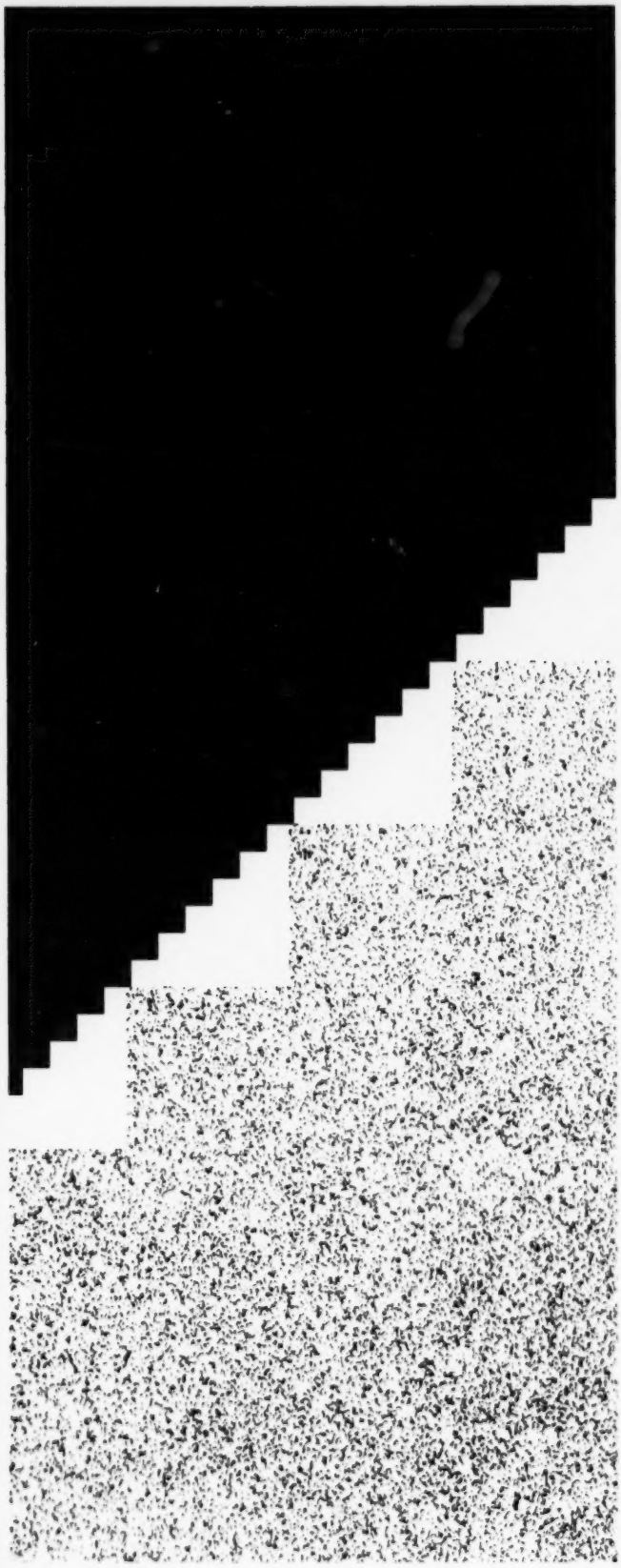
Career Video Soon Available — *Take this Job and Keep it!* is the State Education Department's third video in its series on career decisions. It is eighteen minutes in length and is available in English, Spanish, and open-captioned versions. In an effort to provide high school youth with information on job-keeping skills, it emphasizes teamwork, preparation, follow-through, honesty, and communication. It is appropriate for use in a variety of settings, including Introduction to Occupations classes, cooperative education, occupational programs, and general work experience programs.

One of the most important aspects of the video is that students have been involved in nearly every step of its production and organization, including script and music development, and title selection. Several students from the **Troy High School** choir and Troy **School and Business Alliance (SABA)** program are shown in the video.

Gene Anthony Ray, known for his portrayal of Leroy in the television series *Fame*, stars as the host in the English version. His impressive dance steps are complemented by the equally impressive singing of costar Sasha. The roles are reversed in the Spanish version, as Sasha takes center stage. Their outstanding performances serve as an introduction for three vignettes, constituting a "day on the job." These vignettes provide an element of humor. They are followed by several interviews with young employees, and their bosses, while on the job.

The video is accompanied by a facilitator guide, which contains preview and follow-up activities for high school students. The activities are designed to promote discussion and reinforcement of the concepts emphasized in the video.

It is anticipated that both the video and the facilitator guide will be available for distribution this fall. Anyone wishing to receive additional information on this or the other career videos, should contact project coordinator Barbara Donahue/ New York State Education Department/One Commerce Plaza, Suite 1612/Albany, NY 12234/(518) 473-3291.



References and Resources

This publication reprints the following references and resources as an information service. Citation does not necessarily imply endorsement by the State Education Department. Verification of information is left to the reader.

America At Work is a biweekly journal about: Careers; Job Searching; The Workplace; Advancement; Business; Personal Management; Education. Several subscription prices are available: 6 months (12 issues) $15.78; 9 months (18 issues) - $23.66; and 12 months (24 issues) $28.95. To order, contact *America at Work*/**c/o The Paxen Group, Inc.**/2015 Grant Place/Melbourne, FL 32901/ (407) 724-1033.

Be True to Your Future helps you discover life goals, career possibilities that are consistent with those goals, and then identify job opportunities that will make a person happy and successful in the career field selected. The cost is $12.95 (ISBN 0-931961— 47-5) and it is available from **Crisp Publications, Inc.**/95 First Street/Los Altos, CA 94022/(415) 949-4888.

Career Action Plan (CAP) helps young people develop the critical life skills necessary to plan for and find work. Each section has information to read and think about as well as exercises that focus on the development of a positive work attitude. Major sections are: Thinking about what to do with my life; Exploring my beliefs, attitudes and ideas; Learning about work, jobs, and careers; Understanding the job search; and Doing well on the job. An implementation guide helps meet different needs and adapt CAP usage to fit your curriculum or program. The cost of the book is $7.95 plus shipping, handling, and insurance (item number 3300) and the *Implementation Guide* is $12.95 plus shipping, handling, and insurance (item number 3301). It may be ordered from **Meridian Education Corporation**/236 East Front Street/Bloomington, IL 61701/(309) 827-5455.

Career and Re-Careering for the 1990s is filled with useful advice on how to analyze skills and to present them to employers. The cost is $13.95 and it is available from **Garrett Park Press**/Garrett Park, MD 20896-0190/(301) 946-2553.

Career Development of Single Parents assesses the nature of the single-parent family and identifies programs that can best serve this group. Recommendations for

future program development and policies are suggested. The cost of this resource is $5.25 (IN 324). This resource is available from the **Center on Education and Training for Employment (CETE)**/1900 Kenny Road/Columbus, OH 43210-1090/(800) 848-4815.

Career Discovery includes a series of tested exercises that will help one discover career possibilities within his/her ability and comfort zone and which relate to one's life goals. It is $6.95 (ISBN 0-931961-07-6) and may be obtained from **Crisp Publications, Inc.**/95 First Street/Los Altos, CA 94022/(415) 949-4888.

Career Education: A Curriculum Manual for Students with Handicaps contains lesson plans, activities, administrative forms, questionnaires, and checklists for Individualized Education Plans (IEPs). The cost is $95.00, and it is available from **Aspen Publishers, Inc.**/1600 Research Boulevard/Rockville, MD 20950/(800) 234-1660.

Career Education in Transition: Trends and Implications for the Future lists and describes seven components of career education: partnerships between the private sector and education, equipping persons with employability skills, helping persons with career awareness, infusing a "careers" emphasis in the classroom, making work a meaningful part of life, relating education and work so that better choices of both can be made, and reducing bias and stereotyping to protect freedom of career choice. This publication is $7.00 (IN323). This resource is available from the **Center on Education and Training for Employment (CETE)**/1900 Kenny Road/Columbus, OH 43210-1090/(800) 848-4815.

Career Exploration and Planning Program consists of videotapes, a career exploration booklet, and computer software. It was developed by the **Appalachia Educational Laboratory and Meridian Education Corporation**. The cost for one video is $89.00 and $289.00 for all four; the career exploration booklet is $19.95; a package of activities for individual career exploration is $19.95 and the computer software (Apple, IBM) is $175.00 each. To order, contact John Lupo, Meridian Education Corporation/236 East Front Street/Bloomington, IL 61701/(309) 827-5455.

Career Index lists more than 800 sources of occupational and professional education, cross-referenced for ease of locating specific sources. The cost is $14.25 (order #502CI, ISBN 1-55631-049-8) and it may be obtained from **Chronicle Guidance Publications, Inc.**/Aurora Street Extension/P.O. Box 1190/Moravia, NY 13118-1190/(315) 497-0330.

Career Opportunities News is a newsletter which contains information on new careers, occupational trends, women's organizations, free and inexpensive publications, minority groups, periodicals, summer jobs, loan programs, and much more. This resource is published six times a year (ISSN 0739-5043). Subscriptions for one year are $30.00 ($25.00 prepaid); for two years, $50.00 ($45.00 prepaid); for three years, $65.00 ($60.00 prepaid). They may be obtained from **Garrett Park Press**/Garrett Park, MD 202896/(301) 946-2553.

Career Planning and Job Search Catalog is for instructors, trainers, and administrators. This resource contains books, videotapes, assessment tests, software, and more on career planning. It is free-of-charge and may be obtained from **JIST Works, Inc.**/720 North Park Avenue/Indianapolis, IN 46202-3431/(800) 648-JIST.

Career Planning System (CPS) - Microcomputer Version provides career exploration experiences that actively involve students in planning their own career-related studies. It offers two formats — one for regular education and one for special education. It contains 31 floppy disks, student guides, and an instructor's guide. The cost for the long version is $1,495.00 and for the short version is $495.00. It may be ordered from **The Conover Company**/P.O. Box 155/Omro, WI 54963/(414) 685-5707.

Children's Dictionary of Occupations is a new book which introduces children to the world of work and the various occupations that are available. Nearly 300 occupations (or 60 percent of the jobs in the United States) are listed. A pronunciation guide is given for each title and each description explains what people in that occupation do, tools and equipment used, what kind of environment the work is done in, and special requirements such as training. A special section highlights beginning jobs such as babysitter, camp counselor, etc. The cost of this resource is $9.95 plus shipping, handling and insurance (item number 3054). Masters of activities that foster development of knowledge and understanding of the world of work, as well as activities for Index of Tools and Equipment are also available. The cost per set of these activities is $12.95 plus shipping, handling, and insurance. The item number for these masters for grades three to four is 3055, for grades five to six it's 3056, for grades seven to eight it's 3057, and for the activities for Index of Tools and Equipment it's 3058. To order, contact **Meridian Education Corporation**/236 East Front Street/Bloomington, IL 61701/(309) 827-5455.

Choices is a useful resource for high school students, adults returning to school, displaced homemakers, and others preparing to enter school or work. It has been developed by the **State University of New York (SUNY) Career Development Organization, Inc.** The booklet presents several factors to consider when making tentative career choices including: interests, abilities, and values; career information; training required; work environments; and job market forecasts. In addition, it discusses topics for parents and students and sources of occupational information, and offers advice on goal setting. For 1-25 copies the cost is $1.50 each plus shipping; for 26-49 copies it is $1.25 each plus shipping; and for 50 or more it is $1.00 each plus shipping. To order, contact **Barnes and Noble Bookstore**/ SUNY Albany/ 1400 Washington Avenue /Albany, NY 12222/(518) 442-5690.

Choosing A Vocation is a reprint of a classic written by Frank Parsons (called "the father of vocational guidance"). His book demonstrates how many of the concepts developed by Parsons are still relevant today. The cost is $10.00 (ISBN 0-912048-10-7), and it may be ordered from **Garrett Park Press**/Garrett Park, MD 20896/(301) 946-2553.

Corridors to Careers assists parents in helping their children make the school-to-work transition. It contains activities and case studies for parents to use with their adolescents. Included is a training manual to involve parents in their child's employability development and three student guides. The total cost is $39.95. It is available from the Conover Company/P.O. Box 155/Omro, WI 54963/(414) 685-5707.

The Counseling Software Guide describes and reviews 526 software programs in career counseling, academic advising, testing, administration, and personal counseling. The guide, published by the **American Association for Counseling and Development (AACD)** is $47.00 for AACD members and $52.00 for nonmembers (cite order number 72011). It is available from AACD/5999 Stevenson Avenue/Alexandria, VA 22304/(800) 545-AACD.

Counselor's Guide to Career Assessment Instruments contains popular and obscure tests objectively reviewed by experienced professionals. The cost is $26.50 and may be ordered from **JIST Works, Inc.**/720 North Park Avenue/Indianapolis, IN 46202/(800) 648-JIST.

Creative Careers is the most complete, up-to-date, and realistic guide to highly visible careers. It shows the most glamorous and desirable areas within industries, gives proven tips for breaking in, and shows where the best entry-level jobs and training programs can be found. The cost is $9.95 (catalog number 33415). It may be ordered from **MPC Educational Publishers**/3839 White Plains Road/Bronx, NY 10467-5394/(800) 223-2960.

Developing a Career Information Center tells how to run a career information library from sources of materials to organization to steps needed to encourage maximum student use. The cost is $12.00, and it may be obtained from **Garrett Park Press**/Garrett Park, MD 20896-0190/(301) 946-2553.

Directory of Labor Market Information is the principal source of labor market information within the State. It includes listings of publications and reports labor market statistics and other sources of labor market information. There is no charge for this publication, and it may be obtained from the **New York State Department of Labor**/Division of Research and Statistics/W. Averell Harriman State Office Building Campus/Albany, NY 12240.

Education for Employment is a resource guide for transition materials from school to work on career interests and planning, values and self-concept vocational exploration and assessment, and basic skills in the workplace. There is no cost and it is available from **The Conover Company**/P.O.Box 155/Onro, WI 54963/(800) 933-1933.

Emerging Careers: New Occupations for the Year 2000 and Beyond discusses how home-based work sites, changes in transportation, growing mechanization of production, energy systems, ocean mining and aquafarming, and space exploration and life will create new opportunities for the future. An extensive appendix lists hundreds of jobs which are likely to develop in the future. The cost is $11.95 per copy ($10.95 prepaid) and it may be obtained from **Garrett Park Press**/P.O. Box 190W/Garrett Park, MD 20896. (ISBN 0-912048-32-8).

Encyclopedia of Careers and Vocational Guidance, Seventh Edition presents data on 450 fields. This three-volume set contains information on the nature of the work, entry requirements, necessary training and educational background, working conditions, advancement opportunities, beginning and future earnings, and sources of additional information. The cost is $92.95 (ISBN 0-89434-083-2), and it may be obtained from **Garrett Park Press**/Garrett Park, MD 20896/(301) 946-2553.

Futuristic Exercises: A Work Book for Emerging Lifestyles and Careers in the 21st Century and Beyond is

intended as a guide for individual use or as a workbook or text for group or classroom activities. It contains 480 exercises and quizzes designed to stimulate interest in the future. The cost is $13.00 per copy ($12.00 prepaid) and it may be obtained from **Garrett Park Press**/P.O. Box 190W/Garrett Park, MD 20896.

Getting Skilled, Getting Ahead can help one size up the job market, find out what training is necessary to get the job you want, and find the career school that can provide the necessary training. This resource includes graphs, tables, and self-quizzes. It is available free of charge from **Consumer Information Center**/Dept. 574 W/Pueblo, CO 81009.

Guidance/Counseling Catalog 1988-89 is designed for use by counselors, librarians, special needs advisors, college placement personnel, and JTPA staff. In order to meet the growing responsibilities of helping people explore, prepare for, and locate educational/training opportunities and meaningful employment, this catalog includes print materials and computer, videotape, and filmstrip programs dealing with pertinent topics. This free catalog may be obtained from **Careers, Inc.**/Educational Researchers and Publishers/1211 10th Street, S.W./P.O. Box 135/Largo, FL 34649-0135/ (800) 922-7337.

Guide to Career Opportunities in New York State Government summarizes 178 Civil Service occupations in 26 State agencies. It highlights detailed job duties, salary schedules, total positions, annual hiring by job title, promotion opportunities and career ladders, qualification requirements, and testing and selection techniques. Civil Service Law is outlined, maps of job and office locations are included, and State agency functions are described. The cost is $50.00 per copy. *Career Guide Updates* will be published annually and will be $25.00 per copy. These publications can be obtained from the **New York State Department of Labor**/Publications Unit,Room 401/State Office Campus, Bldg. 12/Albany, NY 12240 /(518) 457-3801.

The Home Building Careers video series takes students on a lively tour of 10 careers in the field of home building. The careers which are presented are: Carpenter, Electrician, Plumber, Architect, Landscape Architect, Plasterer/Dry Waller, Purchasing Agent, Interior Designer, Marketing Director, and Project Manager. Each career is presented in an informative and entertaining tape which visits the work environment, interviews individuals in that career, describes the educational requirements and reviews salary ranges. The entire video series (all 10 tapes) is $675.00. Individual tapes are $75.00 each. The tapes are in one-half inch VHS format. Add two percent to the cost for shipping. It is available from **Orange County Department of Education**/Media Services Unit/P.O. Box 9050/Costa Mesa, CA 92628-9050/(714) 966-4341.

How to Sell Yourself: The Job-Seekers Bible, presents detailed techniques and tools for successfully selling yourself. Chapters describe how to look for employment, how to prepare a resume and cover letter, techniques for filling out employment applications, how to make a good first impression with an interviewer, and how to prepare for an interview. The cost is $8.95 (catalog number 3341). It may be ordered from **MPC Educational Publishers**/3839 White Plains Road/ Bronx, NY 10467-5394/(800) 223-2960.

I Got the Job! provides the organizational techniques needed to find and win the best possible job. Case studies, sample resumes, and letters and a wide range of checklists help keep a job applicant positive and motivated. The cost of this resource is $6.95 (ISBN 0-931961-59-9). It may be ordered from **Crisp Publications, Inc.**/95 First Street/Los Altos, CA 94022/ (415) 949-4888.

Interview for Success is packed with solid advice about getting interviews, handling job offers and negotiating salaries and benefits. This resource teaches how to prepare for different types of interviews, handle stress, gather information, formulate questions, dress appropriately, listen effectively, and much, much more. The cost is $10.95 and it is available from **Crisp Publications, Inc.**/95 First Street/Los Altos, CA 94022/(415) 949-4888.

Job-Seeker's Guide Package contains four books which pertain to job seeking:

- ***The Job-Seeker's Guide*** covers subjects ranging from occupational clusters to reasons employers reject job applicants. Also included are resume writing, answering ads, writing cover letters, filling out applications, and typical questions asked at job interviews.
- ***Workbook and Forms for the Job-Seeker's Guide*** is a separate workbook containing student projects including personal inventory and wardrobe checklists, self-direction and decision making exercises, locating job possibilities, preparation of letters and resumes, completing job applications, planning a successful interview, setting goals, and planning for success on the job.
- ***Instructor's Guide and Lesson Plans for the Job-Seeker's Guide*** includes lesson plans, suggested supplementary teaching materials, job-related

assignments, and questions for discussion and review.

- ***The Curriculum Guide for the Job-Seeker's Guide*** is a curriculum outline for teaching job search skills.

The cost for all four items is $9.95 (cat. no. 2023). For more information and to order, contact **MPC Educational Publishers**/3839 White Plains Road/Bronx, NY 10467-5394/(800) 223-2960.

Journeying Outward - A Guide to Career Development is a "write in" guide that covers the attitudes, skills, and strategies that adult learners need for a successful job search. This systematic, step-by-step approach helps the learner decide upon a career path, present a positive impression to potential employers, plan the job search, and work the plan. It costs $17.95 per copy ($13.46 for schools) and is available from **Delmar Publishers, Inc.**/ 2 Computer Drive/ Albany, NY 12205/(800) 347-7707.

Joyce Lain Kennedy's Career Book is a resource which contains information to help career planning. The cost is $14.95 plus $2.00 postage (order #ISBN 0-8442-6680-9) and it is available from **Garrett Park Press**/Garrett Park, MD 20896-0190/(301) 946-2553.

Me and My Future is a text for "opening up." It encourages a long-term approach to careers, friendships, commitments, ways of life and personal growth possibilities. It provides 100 exercises and activities. The cost of this resource is $5.50 per copy. Ten or more copies are $4.30 each. (ED 297). The *Teacher's Guide* (ED 297G) is free with the order. It is available from **JIST Works, Inc.**/720 North Park Avenue/Indianapolis, IN 46202/(800) 648-JIST.

Military Career Guide, 1988-89 offers employment and training opportunities in the military. It is divided into two major sections. The first section contains descriptions of 134 enlisted military occupations and provides information regarding the aptitudes needed for each. The second section contains descriptions of 71 military officer occupations.

There is no charge this publication and it is available from the **United States Military Entrance Processing Command**/2500 Green Bay Road/North Chicago, IL 60064/(800) 323-[illegible]3.

1989 Career Planning and Job Search Catalog #119 contains books, tests, computer software, videotapes and other materials. The catalog is free from **JIST Works, Inc.**/720 N. Park Avenue/Indianapolis, IN 46202/(800) 648-5478.

New Emerging Careers: Today, Tomorrow, and in the 21st Century explores the jobs that will develop from changing technology. In addition, it tells how to prepare for them. The cost is $15.00 per copy ($14.00 prepaid) and it is available from **Garrett Park Press**/P.O. Box 190W/Garrett Park, MD 20896. (ISBN 0-912048-61-1)

Occu-Facts is a new publication providing information on 565 careers in an outline format. Readers will find details on the activities performed in a particular occupation; aptitudes, temperaments, and interests; earnings; working conditions; education; employment outlook; where employed; and sources of additional information. The cost is $38.00 for a single copy. A discount applies for bulk orders. To order, contact **Careers, Inc.**/1211 10th St. S.W./P.O. Box 135/Largo, FL 34649-0135/(800) 922-7337 or (800) 726-0441.

Occupational Brief - Home Care Aide describes the ocpation of Home Care Aide. Some features discussed are the duties, the salary, the employment outlook, and the training requirements. Places to obtain further information on this career are listed. This booklet is free-of-charge and may be obtained from the **New York State Department of Labor**/Bureau of Labor Market Information/Division of Research and Statistics/State Office Building Campus/Building 12, Room 488/Albany, NY 12240.

Offbeat Careers: The Directory of Unusual Work lists offbeat jobs for those not interested in a nine to five job. The cost is $6.95 and it is available from **Ten Speed Press**/ Box 7123/ Berkeley, CA 94707.

Opportunities and Options: U.S. Army Service as an Edge on Life includes information on educational training programs, the Army's Continuing Education System, language studies, self-study programs, and career opportunities. For a free copy, write to **Army Education**/ P.O. Box 7719/ Clifton, NJ 07015-9960.

Outcome of a Group Career Planning Process, summarizes research findings in the area of group career decision-making experiences as an effective approach to career planning. This information should be of particular interest to career guidance practitioners, especially those in community colleges. The cost is $3.00 (OC 126). This resource is available from the **Center on Education and Training for Employment (CETE)**/1900 Kenny Road/Columbus, OH 43210-1090/(800) 848-4815.

Real World 101 is an annotated bibliography to assist women in their transition from college to career. The

books listed deal with everything from self assessment to office politics and succeeding in their new environment. The three-page bibliography is $1.50, plus $1.00 for shipping and handling. To obtain this resource, contact Karen S. Kral/Manager, Information and Resources/**Career Development Services/ Women's Career Center**/14 Franklin Street/Suite 1200/Rochester, NY 14604-1504/(716) 325-3914.

SEEK is a career information kit for middle and junior high school students which contains 304 job profiles. A student activity booklet enables students to assess their interests and explore jobs compatible with those interests. In addition, they prepare a job outline and an education plan appropriate for jobs they explore. Also included is a teacher guide. The cost of the kit is $75.00. For more information or to order, contact **Chronicle Guidance Publications, Inc.**/ Aurora Street/P.O. Box 1190/Moravia, NY 13118-1190/ (800) 622-7284.

Solutions For The New Workforce: Policies for a New Social Contract examines the dramatic structural changes in the domestic and world economy that have had great impact on the workforce and the family. The book offers solutions to this problem. The cost is $15.95 per copy and is available from **Seven Locks Press**/Cabin John, Maryland/Washington, DC.

Straight Talk on Careers: 80 Pros Take You into Their Professions reviews the pros and cons of a wide variety of professions, based on first hand accounts. Copies are $15.00 or $14.00, if prepaid. To order, contact **Garrett Park Press**/P.O. Box 190F/Garrett Park, MD 20896.

Strengthening Work-related Education and Training Through Improved Guidance Programs in the 1990s describes important events in the guidance and counseling movement and examines the effectiveness of the partnership between guidance and vocational education. The cost is $3.00 (SN58). This resource is available from the **Center on Education and Training for Employment (CETE)**/1900 Kenny Road/Columbus, OH 43210-1090/(800) 848-4815.

Suggestions for Career Exploration and Jobseeking/ Suggestions Para Exploration de Carreras y Busqueda de Empleos, is a useful handbook in both English and Spanish. It discusses job search methods, the resume, the job interview and much more. It is free of charge and available from the **New York State Department of Labor**/Division of Research and Statistics/ Bureau of Labor Market Information/State Office Building Campus/Building 12, Room 488/Albany, NY 12240.

Teaching Technology to Children contains the why, what, and how of introducing technology education into the elementary classroom. The cost is $24.95 (item number 189-8) and it may be ordered from **Davis Publications, Inc.**/ Printers Building/Worcester, MA 01608/(800) 533-2847.

Teaching Your Occupation to Others is a handy reference for vocational education teachers, first-time career school instructors, and in-service training or methods classes in vocational and technical education. It contains succinct, solid information beyond mere "survival" to effective performance in the classroom. The cost is $9.95 plus postage and handling, and it may be obtained from **National Publishers**/P.O. Box 288/Rapid City, SD 57709/(800) 843-8892.

The Benchmark is a bimonthly report on occupational education in New York State. It is published by the New York State Education Department. Each issue of ***The Benchmark*** provides information on many publications from a variety of sources both within and outside of the New York State Education Department. In several instances *single copies* of a particular publication are offered to readers "upon written request to ***The Benchmark***." To request single copies of offers listed in ***The Benchmark*** and/or to be placed on the mailing list, contact ***The Benchmark***/New York State Education Department/One Commerce Plaza, Suite 1612/Albany, NY 12234/(518) 473-3291.

The 1989 Catalog of Career Books included 127 career explorations, career decisions, and professional careers series. It is free-of-charge and may be obtained from **VGM Career Horizons** (a division of **NTC Publishing Group**)/ 4255 West Touhy Avenue/Lincolnwood, IL 60646-1975/ (800) 323-4900.

The 1989 Catalog for Occupational, Vocational, and Career Education contains software, multimedia, filmstrips, and videos. It is free-of-charge and available from **CA Career Aids** (a division of **Opportunities for Learning, Inc.**/20417 Nordhoff Street/Department MG2/Chatsworth, CA 91311/(818) 341-2535.

The 1990-91 Occupational Outlook Handbook reports that health-related occupations will produce the fastest-growing jobs in the next 10 years. This resource has long been nationally recognized as one of the best sources of occupational information in the career guidance field.

The softcover version of this book is $17.00; the hardcover version is $22.00. (USDL 90-214). It may be obtained from the Superintendent of Documents/**U.S. Government Printing Office**/Washington, DC 20402/(202) 783-3238. (Payment or GPO deposit account number must accompany the order.) Checks or money orders must be made payable to the Superintendent of Documents. Or it may be ordered from the **BLS Publication Sales Center**/PO Box 2145/Chicago, IL 60690/(312) 353-1880.

Two-Year College Data-Book provides information on 2,247 colleges, 978 occupational-career programs, nondegree and degree programs, accreditation, enrollment, admissions, costs, and aid. The cost is $16.95 (order # 502 CM2, ISBN 1-55631-033-1) and it may be obtained from Customer Service Department/**Chronicle Guidance Publications**/P.O. Box 1190/Moravia, NY 13118/(800) 622-7284.

Vocational Assessment of Special Students for Vocational Education: A State-of-the-Art Review deals with effective vocational assessment in secondary and postsecondary schools as a goal. The paper describes the state-of-the-art regarding vocational assessment of special students and defines terms such as career assessment, vocational assessment, vocational evaluation and supported employment assessments. Considerations are presented based on comprehensive views of vocational assessment. The cost of this publication is $8.00 (IN327). This resource is available from the **Center on Education and Training for Employment (CETE)**/1900 Kenny Road/Columbus, OH 43210-1090/(800) 848-4815.

Vocational School Manual covers 846 programs of study at 4,469 vocational schools. It lists admissions, costs, enrollments, and student services data. The cost is $16.90 (order #502VS ISBN 1-55631-045-5) and it is available from Chronicle Guidance Publications, Inc./Aurora Street Extension/P.O. Box 1190/Moravia, NY 13118-1190/(315) 497-0330.

When Can You Start is a 75-minute audiocassette of simulated interviews and calls to prospective employers. It teaches the listener how to impress, convince, and persuade a prospective employer on the phone and in person. It demonstrates the right and wrong things to say in an interview. The cost is $8.95 (catalog number 1831 P) and it may be obtained from **MPC Educational Publishers**/3839 White Plains Road/Bronx, NY 10467-5394/(800) 223-2960.

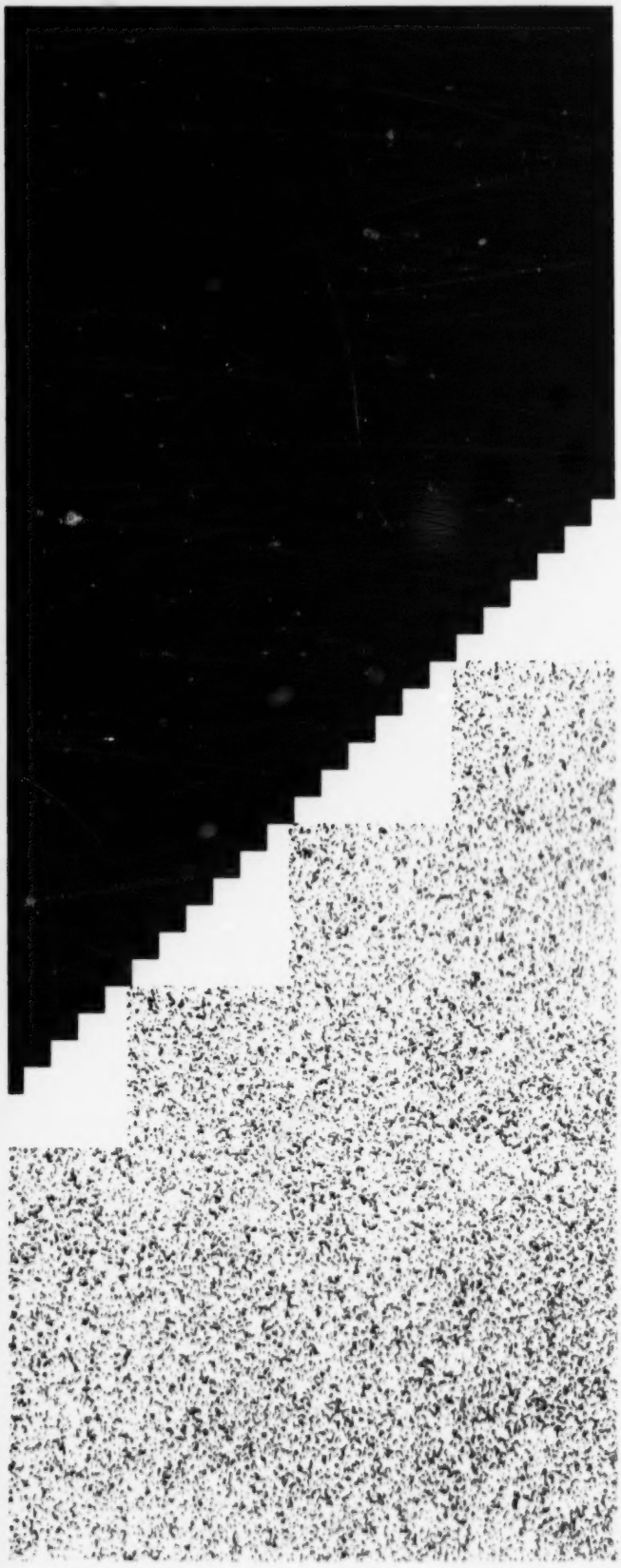
Where Do I Go from Here With My Life? is a systematic guide for those who need direction in their lives or want to make their jobs more interesting. It emphasizes making better use of talents. This aid to counselors and instructors may be used in classroom situations or independently. The cost is $9.95 (cat. no. 33452) and it is available from **MPC Educational Publishers**/3839 White Plains Road/Bronx, NY 10467-5394.

Where the Jobs Are: A Comprehensive Directory of 1,200 Journals Listing Career Opportunities lists where jobs are advertised in hundreds of career fields. In addition to the extensive directory of magazines with "positions open" ads, a comprehensive index helps job-seekers to locate periodicals most likely to offer help. The cost is $15.00 ($14.00 pre-paid) for ISBN 0-912048-67-0. It is available from **Garrett Park Press**/PO Box 190 W/Garrett Park, MD 20896.

Where to Start Career Planning describes approximately 2,000 references dealing with various occupations, job search methods, etc. The cost is $15.95 (order #ISBN 0-87866-384-3) and it may be obtained from **Garrett Park Press**/Garrett Park, MD 20896-0190/(301) 946-2553.

Women and Work is a series of four videotapes to encourage teenage girls to explore careers in science, math and engineering, communications, and business development and management. High schools and community organizations may use the tapes on loan at no charge. For more information, contact Career Development Center/**Russell Sage College**/Troy, NY 12180.

Working Toward A Career is a video which demonstrates the value of work-related programs to students, parents, and employers. It is a very useful recruiting and public relations tool for programs. Students, parents, employees, and successfully employed former students relate their personal experiences with work-related programs, which offer realistic exposure to today's world of work. The cost is $89.00 (Item No. 2030 VHS or BETA. It is available from **Meridian Education Corporation**/Department CG-89/236 East Front Street/Bloomington, IL 61701/(800) 727-5507 or (309) 827-5455.



EPSIS/ERIC References

The **Educational Programs and Studies Information Services (EPSIS)** is a resource center and information clearinghouse in the New York State Education Department. The recent materials selected for references below were identified through ERIC.

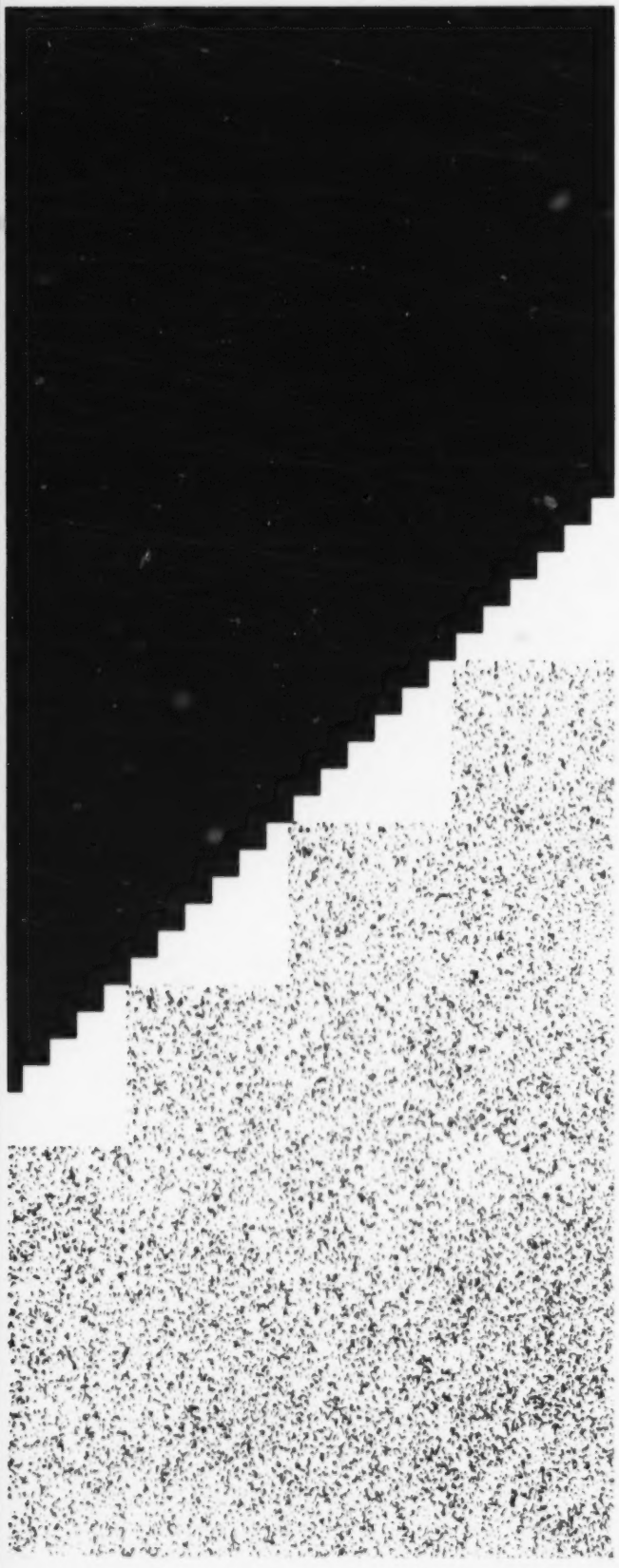
Journal Articles — The following selected articles are accessible in many libraries throughout New York State.

- EJ 363 112 "Self-Beliefs and Career Counseling". **Journal of Career Development** — v14, n2 Winter 1987, pp. 69-79.
- EJ 373 103 "The Relation of Self-Efficacy and Assertiveness to Willingness to Engage in Traditional/ Nontraditional Career Activities". **Psychology of Women Quarterly** — v12, n1; March 1988, pp. 91-98.
- EJ 373 150 "Effects of Sex, Career Orientation, and Occupational Type of Vocational Integration, Differentiation, and Conflict". **Journal of Counseling Psychology** — v35, n2, April 1988, pp. 139-143.
- EJ 374 307 "Career/Family Conflict in Adolescent Girls' Future Plans - An Interactive Simulation Approach". **Interchange** — v18, n4, 1987, pp. 55-69.
- EJ 377 136 "Nontraditional Occupational Choice: Self-Imposed Bias". **Wisconsin Vocational Educator** — v12, n3, Fall 1988, pp. 6-7.
- EJ 388 228 "Job Hunting: Critical Knowledge and Skills". **Journal of Career Development** — v15, n3, Spring 1989, pp. 143-153.
- EJ 388 875 "Media Themes and Threads: Annotated Bibliography of Gifted Females." **Journal for the Education of the Gifted** — v12, n2, Winter 1989, pp. 156-167.
- EJ 394 539 "Working Hands and Critical Minds: A Paulo Freire Model for Job Training". **Journal of Education** — v170, n2, 1988, pp. 102-121.
- EJ 397 589 "Work Values of Youth: Effects of Sex or Sex Role Typing?" **Journal of Vocational Behavior** — v34, n3, June 1989, pp. 350-366.
- EJ 401 951 "Reconciling Sex Differences in Information Processing and Career Outcomes". **Journal of Career Development** — v16, n2, Winter 1990, pp. 97-106.
- EJ 401 952 "A Decision-Making Model Applied to Career Counseling." **Journal of Career Development** — v16, n2, Winter 1990, pp. 107-117.

- EJ 401 954 "Information Sources and Resources". **Journal of Career Development** — v16, n2, Winter 1990, pp. 129-138.
- EJ 401 955 "Counselor Intervention Strategies for Computer-Assisted Career Guidance: An Information Processing Approach". **Journal of Career Development** — v16, n2, Winter 1990, pp. 139-154.
- EJ 406 417 "Career Development Works Overtime at Corning, Inc.". **Personnel - (AMA)** — v67, n4, April 1990, pp. 38-39, 42, 44, 46.
- EJ 408 038 "A Nation At-Risk: The Economic Consequences of Neglecting Career Development. **Journal of Career Development** — v16, n3, Spring 1990, pp. 157-171.
- EJ 408 082 "Books for the Career Counselor's Bookshelf". **Career Planning and Adult Development Journal** — v5, n4, Winter 1989-90, pp. 3-25.
- EJ 409 801 "Computer-Assisted Career Guidance Use in Higher Education: A National Update". **Journal of Career Development** — v16, n4, Summer 1990, pp. 249-259.

ERIC Documents — Microfiche copies of the following documents are available at your local school library or public library system or by contacting the New York State Library/ Cultural Education Center/Photo-duplication Unit/Albany, NY 12230.

- ED 246 307 "The Family-Career Connection: A New Framework for Career Development" (1984).
- ED 258 608 "Program Requirements and Career Patterns Concerning Technical Education" (1985).
- ED 259 216 "Jobs of the Future. Overview" Eric Digest No. 46 (1985).
- ED 262 202 "Education and Training after Basic Schooling" (1985).
- ED 265 383 "Expanding Professional Horizons: Increased Professional Opportunities" (1985).
- ED 268 690 "Promote Sex Equity in Vocational Education" (1986).
- ED 275 886 "Breaking the Chain of Stereotyping Building Student Awareness of Effects of Sex-Role Stereotyping (Grades 7-12)" (1986).
- ED 277 813 "The Influence of Parents on the Educational and Occupational Decision Making of Their Children: Reducing Sex Role Stereotyping in Vocational Education." (1985).
- ED 280 957 "Economic Development Planning for Single Parents. Curriculum materials for Vocational Teachers of Adolescents and Single Parents. Special emphasis on meeting the needs of the Teen Parent" (1986).
- ED 281 040 "An Effective Model for Applying Research to Strengthen Your Career Development Programs" (1987).
- ED 281 899 "Some Current Issues in Adult, Career, and Vocational Education" (1987).
- ED 299 457 "Vocational Education and the Work Ethic in a Changing Workplace" (1988).
- ED 300 596 "Strengthening Work-Related Education and Training through Improved Comprehensive Guidance and Counseling Programs in the 1990's" (1988).
- -ED 300 629 "Workforce 2000: Implications for the Refocusing of Secondary Vocational Education for Tomorrow's Students" (1988).
- ED 303 629 "Improving Participation of Handicapped Students in Vocational Education: Toward a Unified System of Services" (1988).
- ED 306 388 "Educational Equity Options. A Resource Bibliography" (1988).
- ED 310 181 "BRIDGE Curriculum Guide. Exploring the BRIDGE to Success" (1988).
- ED 316 720 "Building Partnerships. Career Exploration in the Workplace" (1989).
- ED 317 693 "Facilitating Women's Occupational Integration" (1989).
- ED 320 013 "Turning Fins into Feathers, or Helping Students Soar. Decision Clarification for Nontraditional Students" (1990).
- ED 320 023 "Career Options Handbook. A Guide to Career Choices in the Department of the Interior. Unique and Rewarding Opportunities for Historically Black College and University Graduates" (1989).
- ED 321 161 "The Challenge of Counseling in Middle Schools" (1990).
- ED 321 497 "Career Planning for Gifted and Talented Youth." ERIC Digest # E 492 (1990).



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Career Development Center/State University of New York at Albany/1400 Washington Avenue/Albany, NY 12222.

Center for Education and Training for Employment (CETE)/ The Ohio State University/1960 Kenny Road/Columbus, OH 43210-1090/(614) 486-3655.

Education and Employment Services/New York State Division for Youth/84 Holland Avenue/Albany, NY 12208.

Employment and Training Administration/200 Constitution Ave., NW/Washington, DC 20210/(202) 535-0157.

Job Training Partnership Council/Alfred E. Smith State Office Building, 17th Floor/Albany, NY 12225.

National Occupational Information Coordinating Committee (NOICC)/2100 M. Street, Suite 156/Washington, DC 20037.

New York State Council on Vocational Education (NYSCOVE)/89 Washington Avenue/Albany, NY 12234/ (518) 474-8648.

New York State Department of Civil Service/Division of Affirmative Careers/W.A. Harriman State Office Building Campus/Civil Service Building 1, Room 310/Albany, NY 12239.

New York State Department of Labor/Division of Research and Statistics/Publication Unit/State Office Campus, Building 12/Albany, NY 12240/(518) 457-8400.

Office of General and Occupational Education/New York State Education Department/Education Building Annex, Room 979/Albany, NY 12234/(518) 473-1388.

School and Business Alliance/P.O. Box 1608/Albany, NY 12201/(518) 434-1848.

State Occupational Information Coordinating Committee (SOICC)/New York State Department of Labor/State Office Campus, Building 12, Room 400/Albany, NY 12240.

United States Department of Labor/Bureau of Apprenticeship and Training/200 Constitution Ave., N.W./Washington, D.C. 20210/(202) 535-0540.

United States Department of Labor/Bureau of Apprenticeship and Training/Leo O'Brien Federal Building, Room 810/Albany, NY 12207.

United States Military Entrance Processing Command/ Entrance Processing Command/2500 Green Bay Road/ North Chicago, IL 60064/(800) 323-0513.